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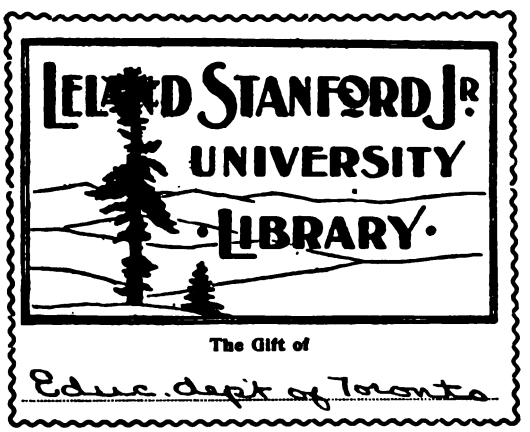
REPORT
MINISTER OF EDUCATION,
PROVINCE OF ONTARIO,
(CANADA)

1898.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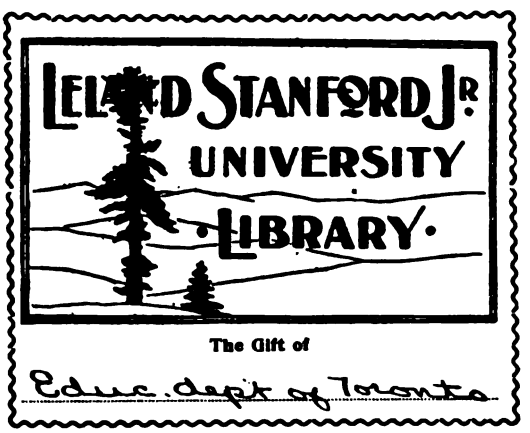
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REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO),

FOR THE YEAR

1898.

WITH THE STATISTICS OF 1897.

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO.

TORONTO.

WARWICK BRO'S & RUTTER, Printers, &c., 68 and 70 Front St. West.

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CENTRAL SCHOOL, CHATHAM.

GENERAL REPORT, 1898.

EDUCATION DEPARTMENT.

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DEPUTY MINISTER OF EDUCATION:

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MISS J. M. CROOKS,	Assistant Librarian.
S. P. MAY, M.D., C.L.H.,	Superintendent of Public Libraries and Art Schools.
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DAVID BOYLE,	Curator of the Archæological Museum.
L. MCCORKINDALE,	Caretaker.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1898

WITH THE STATISTICS OF 1897.

To the Honorable Sir Oliver Mowat, K.C.M.G.,
Lieutenant-Governor of the Province of Ontario.

May it Please Your Honor:

I herewith present the Report of the Education Department for the year 1898, together with the statistics for the year 1897.

SUMMARY OF STATISTICS.

* *Elementary Schools.*

Number of Public Schools		5,669
Increase for the year	12	
Number of Roman Catholic Separate Schools		340
Increase for the year	1	
Number of Protestant Separate Schools		9
Number of Kindergartens		105
Number of teachers		223
Number of Night Schools		18
Number of teachers		37
Amount expended for Public School Houses (sites and buildings)		$350,457
" " Public School teachers' salaries		$2,717,261
" " all other purposes		$845,783

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Drawing, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

Total amount expended on Public Schools		$3,913,501
Increase	$24,058	
Number of persons in the Province between the ages of 5 and 21		590,055
Decrease for the year	1,662	
Number of registered pupils of all ages in the Public Schools during the year		441,157
Increase for the year	55	
Average attendance of pupils in the Public Schools during the year		248,548
Increase for the year	1,824	
Number of pupils in Roman Catholic Separate Schools		41,620
Increase for the year	774	
Average attendance of pupils in Roman Catholic Separate Schools		24,996
Increase for the year	366	
Number of pupils in Protestant Separate Schools		543
Decrease for the year	67	
Average attendance of pupils in Protestant Separate Schools		311
Decrease for the year	54	
Number of pupils attending Kindergartens		10,693
Increase for the year	519	
Average attendance of pupils at Kindergartens		4,362
Increase for the year	311	
Number of pupils attending Night Schools		1,406
Increase for the year	57	
Average attendance of pupils at Night Schools		317
Decrease for the year	12	
Percentage of average attendance to total attendance in Public Schools		56
Number of persons employed as teachers in the Public Schools during the year:		
Men, 2,690; women, 5,686; total		8,376
Decrease: Men, 36; Increase: women, 158	Increase, 122	
Number of teachers who have attended a Normal School		3,479
Increase for the year	70	
Number of teachers who have attended a County Model School in 1898		1,288
Average annual salary of male teachers in Public Schools		$391
Decrease for the year	$9	
Average annual salary of female teachers in Public Schools		$294
Increase for the year	$3	

* *Secondary Schools.*

Number of High Schools (including 37 Collegiate Institutes)	130
Number of teachers in High Schools	579
Increase for the year	5
Number of pupils in High Schools	24,390
Decrease for the year	177
Amount expended for High School teachers' salaries	$532,837
" " houses (sites and buildings)	$46,627
" all other High School purposes	$136,512
Total amount expended on High Schools	$715,976

* *The* Curriculum of Secondary Schools includes all the subjects required for matriculation *into the University.*

I.—PUBLIC SCHOOLS.

1.—School Population—Attendance.

School Population.

The school population of the Province, as ascertained by the assessors, is as follows:

Year.	School age.	School population	Pupils registered, under 5.	Pupils registered, 5 to 21.	Pupils registered, over 21.	Total number of registered pupils.	Average attendance.	Percentage of average attendance to total number attending school.
1867	5—16	447,726	.....	*380,511	†21,132	401,643	163,974	41
1872	5—16	495,756	.....	*433,664	†20,998	454,662	188,701	42
1877	5—16	494,804	1,430	488,553	877	490,860	217,184	44
1882	5—16	483,817	1,352	469,751	409	471,512	214,176	45
1887	5—21	611,212	1,569	491,242	401	493,212	245,152	50
1892	5—21	595,238	1,636	483,643	391	485,670	253,830	52
1897	5—21	590,055	1,385	481,120	272	482,777	273,544	56

* 5—16. † Other ages.

NOTE.—The Minister's Report (for purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools) includes R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

2.—Classification of Pupils.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867 ..	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872 ..	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877 ..	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	226,977	.....
1882 ..	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887 ..	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892 ..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897 ..	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444	342,189	284,025	238,915	316,787	215,343

From the statistics given it will be seen that the number of pupils in the 4th and 5th Form has been steadily increasing. There is also a very gratifying increase in the number studying History, Geography and Composition. The provisions in the regulations of 1885, whereby Canadian history was made compulsory for entrance to the High Schools, has led no doubt to a better knowledge of these great events which affect the destiny of the Dominion, and which cannot fail, on account of their importance, to be stimulating to the patriotism of all pupils attending the schools of the Province.

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926, in 1882, to 215,343, in 1897. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

Kindergartens.

The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the Province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that, in the short space of ten years, 66 Kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age. In 1897 the number of Kindergartens had increased to 105, with 223 teachers, attended by 10,693 pupils under 6 years of age.

Night Schools.

The whole number of Night Schools aided in 1897 was 18, the number of teachers 37, and the number in attendance 1,406. This number does not include the attendance upon the classes established by Mechanics Institutes and Art Schools.

3. Teachers' Certificates and Salaries.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Boards, etc.	Number of teachers who attended Normal Schools.
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,088
1897.....	9,128	2,784	6,344	343	3,386	4,465	934	3,643

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
	$	$	$	$	$		$	$	$
1867.....	1,350	346	226	261	189	532	243	464	240
1872.	1,000	360	228	305	213	628	245	507	216
1877.....	1,100	398	264	379	251	735	307	583	269
1882.....	1,100	415	269	385	248	742	331	576	273
1887.....	1,450	425	292	398	271	832	382	619	289
1892.....	1,500	421	297	383	269	894	402	648	298
1897.....	1,500	391	294	347	254	892	425	621	306

4. Receipts and Expenditure

Year.	Receipts.				Expenditure.					Cost per pupil.
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total expenditure.	
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	31,354	149,195	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	47,799	456,043	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	47,539	477,393	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	15,5 3	341,918	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	27,509	544,520	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	40,003	427,321	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	60,585	391,689	877,335	4,215,670	8 73

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number of studies.							
	Schools open	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and hygiene.
1867..	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872..	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877..	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882..	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1897..	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows:

No. 6 Bromley, No. 9 Cambridge, No. 1 Marlboro', No. 2 Osgoode, No. 6 Plantagenet North, Puslinch, Rama, L'Orignal, Penetanguishene.

They were attended by 543 pupils. The whole amount expended for their maintenance was $4,976. Three teachers held a Second Class, eight a Third Class, and two a Temporary Certificate.

IV.—HIGH SCHOOLS.

(Including Collegiate Institutes).

I.—Receipts, Expenditure, Attendance, Etc.

The following statistics respecting High Schools will be found suggestive:

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
			$	$		$	$	$	$	$	$ c.
1867.....	103	159	15,605	54,562	134,579	94,820	19,190	124,181	5,696	55	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211 607	51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	91,977	529,323	327,452	73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	91,108	696,114	22,837	60	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	46,627	715,976	24,390	61	29 35

2.—Classification, Etc.

Year.	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887..	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897..	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892

Classification, Etc.

Year.	Languages.				Drawing.	Vocal Music.	Bookkeeping and commercial transactions.	Left for mercantile life.	Left for agriculture.	Who joined learned profession.	Matriculated.	Number of schools charging fees.
	Latin.	Greek.	French.	German.								
1867	5,171	802	2,164	...	676	....	1,283	.....	.....	.....	56	57
1872	3,860	900	2,828	341	2,176	.....	3,127	486	300	213	78	28
1877	4,955	871	3,091	442	2,755	....	3,621	555	328	564	145	35
1882	4 591	815	5,363	962	3,441	.....	5,642	881	646	751	272	37
1887	5,409	997	6,180	1,350	14,295	1,956	14,064	1,141	882	791	305	58
1892	9,006	1,070	10,398	2,796	16,980	948	16,700	1,111	1,006	398	471	77
1897	16,873	1,421	13,761	5,169	12,252	160	11,647	1,368	1,153	409	552	87

Classification.

From a study of the classification of High Schools and Collegiate Institutes, two or three very striking changes in the tendency of higher education may be worthy of notice. For instance, in 1867, only 1,283 pupils, or 23 per cent. of the whole number, studied commercial subjects, such as Bookkeeping; in 1897 this subject was taken by 11,647 pupils, or 48 per cent of the whole attendance. In 1867, 5,171 pupils, or 90 per cent. of the whole attendance, studied Latin; in 1897 the number of pupils in Latin was 16,873, about 69 per cent. of the number in attendance. In 1867, 15 per cent. studied Greek; in 1897 only 6 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French, and none studied German; in 1897 these numbers had increased to 56 per cent. and 21 per cent. respectively. There also has been a large increase in the number studying Drawing, the total in 1867 being 676, and in 1897 12,252. Vocal Music is taught in 4 schools.

Diffusion of High School Education.

When the High School System of the Province was first inaugurated, its primary object was to prepare pupils for the learned professions, and especially for the University. While in that respect our High Schools amply fulfil their original purpose, in later years the course of education which they provide has been considered a desirable qualification for various other pursuits in life. Many young men in preparing for mercantile life or for agriculture take advantage of the High School, perhaps not so much because of the direct training which it gives for their intended calling as for the superior culture which it provides. In 1872, 486 High School pupils, when they finished their High School education, entered mercantile life. In 1897 the number had increased to 1,368. Similarly, 300 High School pupils left the High School for agricultural pursuits, and in 1897 1,153 pupils pursued a similar course. In all, the High Schools gave to mercantile life and to agriculture in 1897 2,501 pupils of well recognized educational standing, and to the Universities and learned professions the same year, 961. The whole number who left the High School for mercantile life since 1872 was 22,603, and for agriculture, 17,870.

Occupations of Parents of High School Pupils.

Agricultural	8,891
Commercial	6,668
Mechanical	6,321
Professional	2,510

V.—DEPARTMENTAL EXAMINATIONS.

Entrance Examinations, 1877-1898.

Year.	Candidates examined.	Candidates passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1898	16,861	9,611

Public School Leaving Examinations, 1892-98.

Year.	No. of candidates examined.	No. of candidates who passed.
1892	432	195
1893	539	268
1894	2,021	690
1895	2,630	1,395
1896	3,289	1,826
1897	4,578	2,242
1898	5,280	1,980

Departmental and Matriculation Examinations.

Year of examination.	No. of candidates examined.	No. of successful candidates.		
		Form I.		3,091
		Form II.	No. who received Form II. certificates.	1,440
			No. who received Form II., Part I., or Junior Matriculation, Part I., certificates.	944
			No. who received Junior Matriculation, Part I., certificates.	750
			No. who received Junior Matriculation, Part I., certificates (without physics).	808
			No. who received Form II., Part I., certificates (without physics).	176
			Passed in physics.	51
		Form III.	No. who received Form III., or Junior Matriculation, Part II., certificates.	576
			No. who received Form III. certificates.	471
			No. who received Junior Matriculation, Part II., certificates	41
			Passed in certain subjects to complete Matriculation standing.	165
		Form IV.	No. who received Form IV. certificates.	83
			No. who received Form IV., Part I., certificates.	106
			No. who received Form IV., Part II., certificates.	75
		Commercial diplomas.	No. who received commercial diplomas.	1
			No. who received Part I. certificates.	23
			No. who received Part II. certificates.	2
1898.....			No. of appeals.	481
			No. of appeals sustained.	112

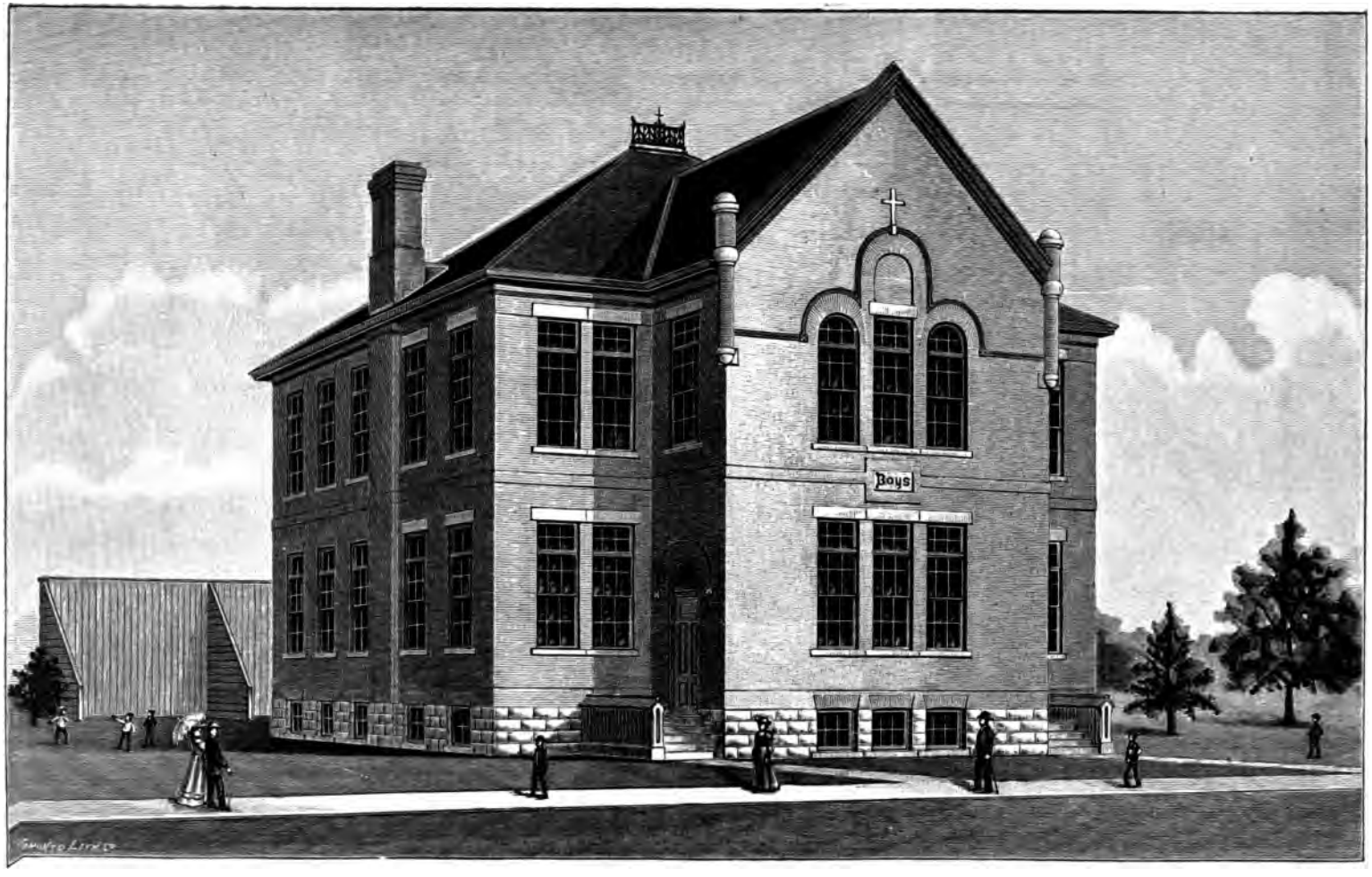
Table showing the number of Teachers-in-Training at County Model Schools, Normal College, Provincial Normal Schools, etc.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers-in-training.	No. that passed final examination.	No. of teachers.	No. of students.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students.	No. of Model Schools and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools, and Kindergarten pupils.	Expenditure, Normal and Model Schools.
						$ c.					$ c.	$ c.
1877...	50	1,146	1,124	.....	.....	.....	13	257	8	643	7,909 22	25,780 88
1882 ...	46	882	837	....	....	... ..	16	260	15	799	13,783 50	44,888 02
1887....	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40,188 66
1892 ...	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12
1897....	60	1,645	1,384	12	180	4,374 00	13	447	23	832	18,797 59	46,390 91
1898....	60	1,288	1,166	12	176	2,600 00	10	458	24	858	20,587 41	46,949 63

Examination Papers issued, 1898.

The number of examination papers issued by the Department in 1898 was:

High School Entrance	277,000
Form I.	42,000
Form II.	108,000
Form III.	96,000
Form IV.	55,500
Public School Leaving	133,500
Normal College	12,800
Art Schools	10,700
Kindergartens	8,000
Third Class (County Model Schools	24,000
Second Class (Provincial Normal Schools)	11,200
Commercial Specialists	5,600
Commercial Diplomas	3,200
Domestic Science	2,000
Total	789,500



ST. MARY'S (BOYS) ROMAN CATHOLIC SEPARATE SCHOOL, TORONTO.

VI.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for twenty years:

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of members.	Total No. of teachers in province.	Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877.....	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882.....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887.....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897.....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84

VII.—TECHNICAL EDUCATION, PUBLIC AND FREE LIBRARIES, ART SCHOOLS AND LITERARY AND SCIENTIFIC INSTITUTIONS.

The Annual Report of the Superintendent of this branch of the Education Department is very encouraging. It shows that the legislation during the past four years for the improvement of Free and Public Libraries has been appreciated by the people throughout the whole Province.

The Act of 1895 changed the name of Mechanic's Institutes to Public Libraries, and provided for establishing *Free Libraries* either by direct incorporation or by transferring Mechanics' Institutes Libraries and Reading Rooms to the Municipal Councils of cities towns and villages. The Annual Legislative Grant for the purchase of Books was then divided as follows, viz.—$200 for cities; $150 for towns; and $100 for villages.

In 1896 an amendment to the Act was passed increasing the Legislative Grant for the purchase of Books to $200 per annum for every Public Library established under the Act, also empowering Municipal and School Corporations to contribute to the maintenance of Public Libraries.

In 1898 an Amendment to the Act was passed for establishing Free Libraries in Police Villages.

The results are very gratifying, showing that the liberal grants, $16,000 per annum, voted by the Legislature for Public Libraries, have been well expended, imparting valuable information and opening up new avenues of thought to our young people and their parents, in the remotest parts of our Province. (See Abstract No. 1, giving number of Libraries in each County and District.)

The Free Library System has been very successful. In 1895 we had only 12 Free Libraries. There are now one hundred and three Free Libraries reporting, and several others have been established since 1st of January, 1899.

The following abstract, No. II, show the progress of Public and Free Libraries during the past 15 years, from which it will be seen that in 1883 we had 93 Libraries, with 13,672 members, who borrowed 251,890 books, whilst in 1898 347 Libraries reported having 111,208 readers, who borrowed 2,358,140 volumes. In addition for 1898 we may add 27 Libraries which did not send in their returns in time for this report, and 10 new Libraries incorporated since the 1st May, 1898, making a total of 384 Libraries for 1898.

During the same period (1883 to 1898) 16,297,033 volumes have been issued, and $1,903,115 expended for Public and Free Libraries, and the assets have increased from $255,190 to $870,167.

I.—Abstract Showing Number of Free and Public Libraries in each County and District.

Addington, six; Algoma, ten; Brant, six; Bruce, twenty-one; Carleton, six; Dufferin, nine; Dundas, six; Durham, four; Elgin, eleven; Essex, six; Frontenac, two; Glengarry, three; Grenville, eight; Grey, seventeen; Haliburton, one; Haldimand, nine; Halton, five; Hastings, four; Huron, fifteen; Kent, thirteen; Lambton, twelve; Lanark, eight; Leeds, four; Lennox, one; Lincoln, six; Manitoulin Island, two; Middlesex, twelve; Muskoka, five; Nipissing, four; Norfolk, four; Northumberland, eight; Ontario, twelve; Oxford, twelve; Parry Sound, five; Peel, thirteen; Perth, seven; Peterboro, three; Prince Edward, two; Rainy River, three; Renfrew, nine; Russell, two; Stormont, one; Simcoe, fifteen; Victoria, eleven; Waterloo, eleven; Welland, eight; Wellington, eighteen; Wentworth, four; York, twenty.—Total, 384

II.—Abstract showing the Progress of Free and Public Libraries from 1883 to 1898.

Year.	Free libraries reporting.	Number of readers.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
							$ c.	$ c.
1883	1	716	1	28	3,782	10,845	1,160 30	3,375 00
1888	8	13,840	8	741	80,531	407,571	41,370 30	127,573 25
1893	11	56,649	11	1,371	142,828	842,352	69,342 78	308,816 93
1894	11	61,671	11	1,282	156,720	865,296	76,651 03	319,336 33
1895	12	67,233	12	1,384	165,363	1,000,706	65,596 36	328,950 21
1896	54	60,833	41	2,224	254,091	1,216,407	97,982 80	454,138 06
1897	78	68,262	56	2,587	308,236	1,456,341	99,776 86	476,353 05
1898	103	80,354	60	2,752	371,439	1,643,618	112,274 20	516,167 88

2. Art Schools, Etc.

During the past fifteen years considerable attention has been paid to Art Education. We have endeavored to develop a taste for industrial drawing as the basis of industrial education, now universally acknowledged an important factor in the national wealth and prosperity of every country in which it has been adopted.

Abstract III. gives the number of Certificates and Medals awarded during the past fifteen years, showing that during that period the Education Department has awarded to the pupils and students of Art Schools, Ladies' Colleges, &c., 51,712 Proficiency Certificates, and 2,562 Full Certificates in the Primary Course, which includes Freehand, Model, and Blackboard Drawing, and Primary Geometry and Perspective; 3,746 Proficiency Certificates, and 196 full certificates in the Advanced Course, which includes shading from the flat and round, outline from the round, drawing from flowers, and industrial design; 1,107 Proficiency Certificates and 39 full certificates in the Mechanical Course, including Advanced Geometry and Perspective, Machine Drawing, Building Construction and Architectural Design; 286 Certificates in the Industrial Art Course, which includes Modelling in Clay, Wood Carving, Lithography and Painting on China; 1,245 Certificates for Extra Subjects, including Oil and Water Color Painting, &c., (not time studies); 212 Extra Certificates for Industrial Designs, &c., (not time studies); 14 Gold Medals, 64 Silver Medals, and 106 Bronze Medals.

III.—Abstract Showing the Number of Certificates Awarded for Drawing, etc, to Art Schools, Ladies' Colleges, etc.

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced course.		Mechanical course.		Industrial Art Course.	Extra Subjects.	Departmental medals, etc.			
		Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency Certificates	Full teachers' certificates.	Proficiency Certificates.	Painting, modelling, wood-carving, etc.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
1883.....	1	124	.....	31	.....	1	.....	.....	.....	.....	.....	.....	.....
1888.....	57	2,979	133	151	9	50	2	24	108	1	1	4	1
1893.....	85	4,753	220	361	13	139	10	11	165	1	16	11	21
1894.....	71	3,915	153	280	24	134	3	18	113	1	4	10	21
1895.....	81	6,202	341	273	11	79	3	34	126	1	5	10	54
1896.....	68	4,356	265	379	17	42	3	38	142	1	4	10	.....
1897.....	55	2,648	114	370	18	54	.....	36	209	1	3	9	13
898..... ..	55	3,166	149	540	18	42	.....	30	171	1	2	11	14

Provincial Art Schools are established at Brockville, Hamilton, Kingston, London, Ottawa, St. Thomas and Toronto. The annual grant voted by the Legislature for these schools, including expenses for examination, &c., is $4,400.

Art Schools Exhibition. At the request of Her Excellency the Countess of Aberdeen and the representatives of the National Council of Women of Canada, who met in Ottawa in the month of May, 1898, I gave directions that the Annual Provincial Industrial Art Exhibition should be held in Ottawa during the time of the Women's Convention, and appointed Dr. S P. May, Superintendent of Art Schools, to superintend the exhibition, which consisted of the ordinary sessional work sent to the Department for examination, viz., paintings in oil and water colors; drawings from life; outline and shading from the antique; original industrial designs; architectural designs and building construction; machine drawing; wood carving; modelling in clay; sculpture in marble; lithography; pen and ink sketches and photogravures; china painting, etc.

Two large lecture rooms in the Ottawa Normal School were temporarily converted into Art Galleries, the light being properly adjusted in the day time and the rooms lit up by electric lamps in the evenings, the walls and blackboards were covered with the proper color groundwork for the display of the paintings, drawings, etc, and the rooms were appropriately decorated.

The exhibition was formally opened by His Excellency the Governor General on the 18th May, 1898.

The Exhibition was a great success and a pleasant surprise to the representatives from the United States and this Dominion who attended the convention, as well as the

people of Ottawa, including students and pupils from different educational institutions, who all expressed themselves as having no idea of the variety and excellence of art school work done in our Province.

The Countess of Aberdeen was so much impressed with the importance of the exhibit from an industrial standpoint in the employment of women, that she decided to give a gold medal, which was subsequently awarded to Loretto Abbey, Toronto, for its magnificent display of painting on china.

In connection with the Exhibition Dr. May gave an address on the History of Art Education in this Province. See Superintendent's report.

3. *Ontario Society of Artists.* This society receives an annual grant of $500 from the Legislature on condition that it holds an annual exhibition of the work of its members, and from pictures exhibited shall select two pictures to the value of $200, for permanent exhibition in the Museum of the Education Department.

The society has also to send me an annual report on the progress and advancement of art education in this Province.

During the past year the society held its annual exhibition; superintended the art department of the Toronto Industrial Exhibition, and was represented at the Loan Exhibition, Winnipeg; the Y. M. C. A. Loan, and Woman's Art Club, Toronto, and the Art Association of Montreal. In addition several of its members sent pictures to the Royal Academy, London, the Paris Salon, and the National Academy of Design, New York.

4. *Provincial Art Gallery.* In order to encourage native art I entered into an agreement with the Ontario Society of Artists to provide an annual collection of pictures in one of the galleries in the educational museum, from which collection paintings to the amount of $800, (in addition to $200, for two pictures to be selected by the Ontario Society of Artists from their annual exhibits) are to be purchased every year. The artists in their annual report say, "There can be no doubt that the influence of this patronage by the Ontario Government is already being felt, and will stimulate our work very beneficially."

The following pictures are now the property of, and are on exhibition in the Provincial Art Gallery:

Pictures selected from the annual exhibition by the Ontario Society of Artists:—Evening, W. E. Atkinson; A Quiet Pool, W. D. Blatchly; When the Tide is Low, R. F. Gagen; Notre Dame, Paris, F. McG. Knowles; Dartmore, C. M. Manly; Roses, Mrs. M. H. Reid.

Pictures selected by the Education Department:—Island Park, F. M. Bell-Smith; The Spring in the Hill, W. D. Blatchly; The Milkmaid, F. S. Challener; Farm House, A. P. Coleman; The Coast of Dorset, W. Cutts; Fine Weather, R. F. Gagen; The Pool of London, F. McG. Knowles; Tops of Mount Stephen, M. Matthews; The Stour, C. M. Manly. The Road Through the Beeches, T. M. Martin; Humber River, J. T. Rolph; The Gold Prospector, W. A. Sherwood; A Sunny Heath. Miss G. E. Spurr; Jeanne, Miss S. S. Tully.

5. *Literary and Scientific Institutions.* The following institutions receive financial aid from the Ontario Government, viz.:

Hamilton Literary and Scientific Association; Kingston School of Mining and Agriculture; Ontario Historical Society; Ottawa Literary and Historical Society; Ottawa

l'Institut Canadien; Ottawa Field Naturalist Club; Ottawa St. Patrick's Literary and Scientific Association; Toronto, Canadian Institute; Toronto Astronomical Society.

Lectures are given by these Societies on various subjects, including Agriculture, Architecture, Astronomy, Botany, Biology, Chemistry, Electricity, Natural History Physics, etc., also in general and Canadian History and Literature. Museums are established in some of them, in others free evening classes on science, etc., are given.

The grants, $3,350, from the Legislature to these institutions are well expended, as they teach branches of knowledge which assist in developing the natural talent of our people, and enable them more successfully to compete against the skilled artisans of other countries.

The total number of institutions aided by grants from the Legislature in this branch of the Education Department is as follows:

Public and Free Libraries	384
Art Schools, etc	9
Literary and Scientific Institutions	9
Total	402

In addition about fifty Ladies' Colleges, etc., are affiliated with the Department for examination in the Fine Arts.

5. *Educational Museum.*—This museum, established by the late Rev. Dr. Ryerson, Chief Superintendent of Education, was opened to the public in 1856, at that time only one room on the first floor was set apart for museum purposes; gradually the whole of the rooms on this floor were filled, and the walls of the corridors, etc., had to be used for exhibiting busts, etc.; for the past few years increased accommodation was required, and it is gratifying to state that, after frequent applications by this department to the Legislature, in 1896, a special grant was voted for the erection of a new storey on the top of the old Education Department buildings. This has been completed and we now have five extra rooms, also two properly lighted picture galleries. The increased space has enabled me to add four extra departments to the museum.

(1) *Archæology.*—As the museum already contained an excellent collection of sculptured slabs, monuments, etc., illustrative of pre-historic and classical archæology, it was considered that a collection representing more particularly the Primitive Archæology of North America would be of great interest to the general public, and valuable to students in assisting them to trace the progressive stages of man from his savage state to that of civilization. Reports of this branch of the museum have been printed, as appendices to my annual report on Education.

(2) *Zoology.*—As Natural History museums are regarded as important agents in national education, it was considered advisable that our museum should commence collecting specimens of Natural History, and, as it was impossible for us to provide for a full representation of the Fauna of North America, we have been content with collecting specimens of Canadian mammals and birds, and in the near future we hope to *have our fresh* water fishes and reptiles well represented.

(3) *Botany.*—As Botany is now one of the studies in our schools, and is not altogether a "book study," but a subject which cannot be thoroughly taught without a study of plants, it was decided to establish an Herbarium of Canadian Plants, to assist pupils in different parts of the Province in ascertaining the proper methods of mounting specimens, classification, etc.

(4) *Provincial Art Gallery.*—In order to encourage native art talent, an agreement was entered into some two years ago between the Education Department and the Ontario Society of Artists, by which one of the large art galleries in the museum shall be annually filled with the most recent pictures of the members of the Society. The scheme has been successful and the artists acknowledge that it has assisted in developing more interest in their work, and an increased sale for their pictures.

As Sculpture is a kindred subject to painting, and has been considered in all ages as one of the most important branches of Art for perpetuating the memories of great and good men, I have encouraged this branch of Art by employing Canadian sculptors to model busts of distinguished Canadians, and although the annual amount at my disposal for this purpose is very small, I have succeeded in making a fair, representative collection of prominent Canadians. (See contents of museum, Department 4, Modern Sculpture)

CONTENTS OF THE MUSEUM.

1. Prehistoric and Classical Archæology.

Egyptian Antiquities representing Egyptian manners and customs from about 2,200 before the Christian era, down to the Mahommedan invasion of Egypt, A. D. 640, viz.: Statuary, top of Sarcophagus, writing on stone including the Rosetta stone with its hieroglyphic, demotic and greek inscriptions, from which was obtained the first real knowledge of Egyptian monumental writing, also a Coptic tablet showing the ancient writing of Egypt; Egyptian Obelisks, and four reductions of Egyptian Obelisks still standing in Rome.

Assyrian Antiquities including Winged Divinities, Human-headed winged Slabs of Shalmaneser II. besieging Damascus, Slabs illustrating hunting scenes and a banquet in the garden of Sardanapalus III., Inscriptions with cuneiform characters, etc.

Babylonian Antiquities.—Records of sales of land, etc.

Persian Antiquities.—Slabs from Persepolis which are supposed to have formed the walls of the palace of Darius, which was destroyed by Alexander.

Grecian Sculpture and Architecture including the Elgin and Phigalian marbles, also Icarius receiving Bacchus, and the Apotheosis of Homer.

2. Primitive Archæology.

This department of the Museum contains about twenty thousand specimens illustrative of primitive life in different parts of the world, but mainly in this Province. It is of great educational value. The specimens are all labelled and classified, so as to

subject groups for study, in addition group labels explain the uses, or supposed uses of the objects, together with extent of occurrence, peculiarities, etc.

The collection contains three hundred crania showing the prevailing Iroquoisan, and Algonkian types, also a large collection of pottery, which in addition to numerous specimens from Ontario, represents the work of the Mound Builders, Aztecs, the Cliff Dwellers, the Pueblos, Nicaraguans and Costa Ricans of North America, and the Peruvians in South America.

During the past year Mr. Geo. E Laidlaw presented the Education Department with his collection of over three thousand specimens illustrative of the Archæology of Ontario. In recognition of this generous gift to the Museum, Mr. Laidlaw's collection has been classified and arranged in separate glass cases.

Other valuable collections have been presented by Messrs. T. F. Milne, Queensville; and W. C. Perry, Winnipeg; full particulars respecting gifts to the Museum will be found in the Archæological Reports, and the Education Department will at all times be prepared to acknowledge in a similar way gifts from other sources.

Students of Ethnology and Archæology are invited to examine this department of the Museum, which also contains a few typical specimens from the chief culture centres of the Continent, which can be compared with those of our own country; further information in regard to the scope and intention of this branch of the Museum may be obtained from Mr. Boyle, the Curator, who will be pleased to give them all necessary attention.

3. Antique Sculpture.

Large Groups and Statues. Mythological and Homeric, of Apollo, Bacchus, Boy Extracting a Thorn, Cupid and Psyche, Diana, Flora, Laocoon and his Sons, Urania, Venus de Medicis, Venus of Milo, Venus crouching, Venus rising from the Bath, and Wrestlers. Historic Statue—Cicero; also Mythological, Homeric and Egyptian statuettes and busts, (life size), and a large collection of Antique busts, (life size), including Grecian Kings, Generals, Statesmen, Philosophers, Orators, Poets, Physicians, etc., also Roman Consuls, Emperors. Generals, Orators, Poets, Warriors, etc.

4. Modern Sculpture.

Large Groups and Statues. Cupid, Cyparissus, The Graces, Greek Slave, Homeless Wanderer, Jeanne D'Arc, Magdalene, Psyche borne by Zephyrs, Pandora, Sleeping Child with Dog, Gibson's Venus, Young Naturalist. Statuettes, including groups by Rogers, of New York. Portrait Busts (life size) of English Kings and Queens, Military and Naval Men, Divines, Literary and Scientific Men, Poets, Musicians, Painters, Sculptors, Actors. Distinguished English Women, Celebrated Americans, etc., also Busts of Canadian Governor-Generals, Lieutenant-Governors of Ontario, Premiers of the Dominion of Canada, Premiers of Ontario Legislative Assembly, Judges, Distinguished and Prominent Divines, Educationists, etc.

5. Medallions and Art Reproductions in Fictile Ivory, Electrotypes, Etc.

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6. Curiosities, Antiques, etc., from Different Countries.

Swiss Costumes, Mediæval English Armour, Japanese Uniform, Japanese Clock, Vases and other curiosities.

7. European Paintings.

This collection (with the exception of a few originals) is copied from the original pictures of the old masters in various European galleries, and represents the following Schools of Painting, viz :—

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9. Engravings and Etchings.

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10. Chromo-Lithographs.

These pictures copied from the paintings of the ancient Italian and Flemish Painters, are published by the Arundel Society, so named from Thomas Howard, Earl of Arundel, (in the reign of James I and Charles I.), who has been called the father of vertu in England.

11. Natural History.

Zoology. Canadian Mammals.—Order, Cheiroptera—Bats. Order Insectivora—Moles. Order Carnivora—Wolf, Canada Lynx, Raccoon, Foxes, Badger, Weasels, Skunk, Otter, Mink, Marten. Order Rodentia—Beaver, Muskrats, Porcupine, Hare Squirrels, and Chipmunk. Order Ruminantia—Moose, Heads of Elks and Red Deer, Mountain Sheep, etc. Australian Mammals—Order Marsupiala—Kangaroo. Order Monotremata—Duck-billed Platypus

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Conchology. A large collection of shells from the West Indies.

12. School Apparatus, Globes, Etc.

This section of the Museum contains a large collection of school apparatus, including Anatomical Models, Globes and Astronomical Apparatus, Physical and Chemical Apparatus, etc.

VIII.—EMPIRE DAY.

The celebration of the sixtieth anniversary of Her Majesty's reign during the year 1897 throughout the British Empire, and the closer relations which the enthusiasm of that celebration aroused, suggested the propriety of adopting some means whereby the school children of the Dominion of Canada might have their minds specially directed to the great colonial empire of which Canada forms a part, and to the importance of studying its history, with a view to the strengthening of our relations with the Empire. The 24th of May was already observed as a public holiday, in commemoration of Her Majesty's birthday, but as the schools of this Province are closed on that day, and the pupils accordingly dismissed, there was no opportunity for bringing before them the relations of Canada to the Empire, or impressing upon their minds the great events which transpired during Her Majesty's reign. For purposes of instruction, the Queen's birthday was, therefore practically useless. Similarly, the advantages to be derived from the observance of the 1st of July, as a national holiday, were lost to *the Public* Schools of the Province, from the fact that the schools close on

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"One of the questions which I intended to bring before the association was the selection of some day during the school year to be especially devoted to the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live.

SUGGESTED TITLES.

"In the month of May I corresponded with the superintendents of the different Provinces, asking for suggestions with regard to the title of such a day, and the time which would best suit the convenience of the schools. I am glad to be able to say that my enquiries evinced the most cordial approval of the proposal, and all that remains now is for the association to fix the day for commemoration and select a title.

"Among the titles suggested were the following : "Flag Day," "Britannia Day," "Patriotic Day," and "Empire Day." None of these titles, except the last, seems to be acceptable. I need not discuss them in detail. In regard to the first, I might say, however, that it is the title of a patriotic day in the United States, and although not on that ground objectionable, it is wanting in aptitude to our mode of thought and those notions of patriotism and loyalty which I think we should cultivate. Passing over the others without comment, I desire to express my strong preference for "Empire Day" as the title by which a patriotic day for the schools of Canada should be known.

1. "Empire Day" suggests that larger British sentiment which I think now prevails throughout the empire, and to which Canada has for many years contributed not a little. The proudest sentiment which the old Roman could express was "Civis Romanus sum." The greatest sentiment, as well as the most stirring which we could put into the minds and hearts of our children, in my opinion is "Civis Britannicus sum," and to give that sentiment its fullest force we should broaden it so as to include the whole British Empire.

2. "Whatever may be the destiny of Canada, and that is for posterity to say rather than for us just now, I am convinced that viewing the situation in the light of to-day Canada's prosperity can, with greater certainty, be assured as part of the

British Empire than in any other way. If circumstances require this opinion to be reversed as generations come and go (and no one can tell what the future has in store for any nation), then let our successors govern themselves accordingly. Let us be governed by the conditions with which we are confronted.

Day Before Queen's Birthday.

"As to the time most convenient for the celebration of such a day, from suggestions received and from a careful consideration of the whole question, I would respectfully advise that the school day immediately preceding the 24th of May be the day selected. This form of designating the day would overcome any difficulty that might arise when the 24th day of May fell on Saturday, Sunday or Monday. The 24th of May is a statutory holiday and the schools are consequently closed. It is a day which all British subjects hold in a spirit of the deepest respect for Her Most Gracious Majesty, for her pre-eminence as "mother, wife and Queen," and of profoundest loyalty to their country because of the privileges which as citizens they enjoy. If the school day immediately preceding the 24th of May is set apart as "Empire Day," the exercises which may be designed for the afternoon of that day will have (at least during Her Majesty's reign) a depth of feeling which perhaps they might not have at any other season of the year, and even if the day should be continued (and I think it properly might be) after Her Majesty's demise, for this and the next generation or two, the recollection of her illustrious reign will by reflection still quicken the pulse of the many hundreds of thousands of school children as they remember the greatness of the empire over which she reigned so long.

"The day preceding the 24th of May has other advantages. As a rule the season of the year is particularly favorable either for indoor or outdoor exercises. The ratepayers are less occupied in their varied pursuits than at any season of the year; larger gatherings could be obtained at the various school houses than at any other season of the year; besides, our annual examinations are a month or six weeks later, and the attention devoted to the exercises peculiar to this day would disturb the work of the school less than perhaps at any other season of the year.

"I need not urge upon the Dominion Teachers Association the desirability of taking action in this matter. The association speaks for the whole Dominion. I think the voice of the people is in favor of a higher, a purer and less selfish patriotism than we perhaps possess now, and nowhere can better motives be planted for an ideal national life than in the school room. There can be no future for Canada worthy of the traditions of the lands from which she has been stocked, or worthy of the opportunities for nationhood which now seem to be thrust upon her, unless we gird up our loins and with a resolute and studied purpose endeavor to develop a national spirit. We are a young community, our educational advantages should make our patriotism broad and sympathetic. It is, therefore, in no narrow spirit, nor with a desire to exalt ourselves above our neighbors, nor to intrude upon the public in a blustering, arrogant manner our love of country, that we should approach this subject or celebrate such a day, should that be agreed upon. Canadian patriotism should be comprehensive, respectful, intelligent, and *at the same time* intense. Our history, our institutions and our future possibilities war

rant us in taking this ground, and the teachers of Canada have the culture and the mental and moral qualifications by which the highest type of the purest and most unselfish patriotism can be cultivated, and now is a good time to enter upon such a noble work."

This paper was referred to a committee which after full consideration reported in favour of the title of Empire Day, and the date recommended in my memorandum.

I am happy to say that the recommendation of the Educational Association has been adopted by the Province of Nova Scotia, and by the Protestant section of the Council of Public Instruction for the Province of Quebec. It has also been approved by the Education Department for this Province, and will appear on the Calendar of the Department for 1899. It is to be hoped that the inspectors and teachers of Ontario will render the day memorable in the history of the school children from year to year, as a day in which the progress of the Empire generally, and the Dominion of Canada in particular, will be considered, and in which the security of the liberties of our people, arising from our relation to the Empire, will be impressed upon the minds of the children of the Province. It is not intended that the day shall be a holiday in the ordinary sense of the term. Its primary object is fully set forth in the memorandum above quoted, and I am confident, with the co-operation of trustees and parents, it will contribute to the development of a Canadian sentiment which will react most favorably upon the future of the country.

IX.—ARBOR DAY.

In 1885 the first Friday in May was set apart by the Education Department as Arbor Day. The object of Arbor Day was to secure the improvement of school grounds, and, as far as was practicable, also, the renovation of the school premises. It is greatly to be deplored that so little attention is paid to the improvement of school premises, particularly in rural schools, where there is ample room for shade trees and flowers. The most noted defect in school premises, both in rural and in urban districts, is the very limited area set apart for the use and accommodation of the pupils. One fails to understand, in a Province like Ontario, where land is so cheap, why school grounds in rural districts do not consist of from two to three acres, instead of small paddocks generally of one-fourth to one-half of an acre. The consequences of such contracted premises are by no means unimportant —

(1) It often happens that school children, instead of having the protection which the school premises should afford, carry on their games and sports on the public highway, to the inconvenience of the public, and at great risks to the pupils.

(2) Games, such as football and baseball, which should be encouraged in every Public School, are not played at all, because the premises are too small to conduct a game with any effect.

(3) When shade trees are planted in very small grounds, they sometimes obstruct the amusements of the pupils, and consequently suffer damage.

(4) Owing to the limited area, flower beds are impracticable, as it would be impossible to preserve them, and permit of any games.

l'Institut Canadien; Ottawa Field Naturalist Club; Ottawa St. Patrick's Literary and Scientific Association; Toronto, Canadian Institute; Toronto Astronomical Society.

Lectures are given by these Societies on various subjects, including Agriculture, Architecture, Astronomy, Botany, Biology, Chemistry, Electricity, Natural History Physics, etc., also in general and Canadian History and Literature. Museums are established in some of them, in others free evening classes on science, etc., are given.

The grants, $3,350, from the Legislature to these institutions are well expended, as they teach branches of knowledge which assist in developing the natural talent of our people, and enable them more successfully to compete against the skilled artisans of other countries.

The total number of institutions aided by grants from the Legislature in this branch of the Education Department is as follows:

Public and Free Libraries	384
Art Schools, etc	9
Literary and Scientific Institutions	9
Total	402

In addition about fifty Ladies' Colleges, etc., are affiliated with the Department for examination in the Fine Arts.

5. *Educational Museum.*—This museum, established by the late Rev. Dr. Ryerson, Chief Superintendent of Education, was opened to the public in 1856, at that time only one room on the first floor was set apart for museum purposes; gradually the whole of the rooms on this floor were filled, and the walls of the corridors, etc., had to be used for exhibiting busts, etc.; for the past few years increased accommodation was required, and it is gratifying to state that, after frequent applications by this department to the Legislature, in 1896, a special grant was voted for the erection of a new storey on the top of the old Education Department buildings. This has been completed and we now have five extra rooms, also two properly lighted picture galleries. The increased space has enabled me to add four extra departments to the museum.

(1) *Archæology.*—As the museum already contained an excellent collection of sculptured slabs, monuments, etc., illustrative of pre-historic and classical archæology, it was considered that a collection representing more particularly the Primitive Archæology of North America would be of great interest to the general public, and valuable to students in assisting them to trace the progressive stages of man from his savage state to that of civilization. Reports of this branch of the museum have been printed, as appendices to my annual report on Education.

(2) *Zoology.*—As Natural History museums are regarded as important agents in national education, it was considered advisable that our museum should commence collecting specimens of Natural History, and, as it was impossible for us to provide for a full representation of the Fauna of North America, we have been content with collecting specimens of Canadian mammals and birds, and in the near future we hope to *have our fresh water fishes* and reptiles well represented.

(3) *Botany.*—As Botany is now one of the studies in our schools, and is not altogether a "book study," but a subject which cannot be thoroughly taught without a study of plants, it was decided to establish an Herbarium of Canadian Plants, to assist pupils in different parts of the Province in ascertaining the proper methods of mounting specimens, classification, etc.

(4) *Provincial Art Gallery.*—In order to encourage native art talent, an agreement was entered into some two years ago between the Education Department and the Ontario Society of Artists, by which one of the large art galleries in the museum shall be annually filled with the most recent pictures of the members of the Society. The scheme has been successful and the artists acknowledge that it has assisted in developing more interest in their work, and an increased sale for their pictures.

As Sculpture is a kindred subject to painting, and has been considered in all ages as one of the most important branches of Art for perpetuating the memories of great and good men, I have encouraged this branch of Art by employing Canadian sculptors to model busts of distinguished Canadians, and although the annual amount at my disposal for this purpose is very small, I have succeeded in making a fair, representative collection of prominent Canadians. (See contents of museum, Department 4, Modern Sculpture)

CONTENTS OF THE MUSEUM.

1. Prehistoric and Classical Archæology.

Egyptian Antiquities representing Egyptian manners and customs from about 2,200 before the Christian era, down to the Mahommedan invasion of Egypt, A. D. 640, viz.: Statuary, top of Sarcophagus, writing on stone including the Rosetta stone with its hieroglyphic, demotic and greek inscriptions, from which was obtained the first real knowledge of Egyptian monumental writing, also a Coptic tablet showing the ancient writing of Egypt; Egyptian Obelisks, and four reductions of Egyptian Obelisks still standing in Rome.

Assyrian Antiquities including Winged Divinities, Human-headed winged Slabs of Shalmaneser II. besieging Damascus, Slabs illustrating hunting scenes and a banquet in the garden of Sardanapalus III., Inscriptions with cuneiform characters, etc.

Babylonian Antiquities.—Records of sales of land, etc.

Persian Antiquities.—Slabs from Persepolis which are supposed to have formed the walls of the palace of Darius, which was destroyed by Alexander.

Grecian Sculpture and Architecture including the Elgin and Phigalian marbles, also Icarius receiving Bacchus, and the Apotheosis of Homer.

2. Primitive Archæology.

This department of the Museum contains about twenty thousand specimens illustrative of primitive life in different parts of the world, but mainly in this Province. It is of great educational value. The specimens are all labelled and classified, so as to form

subject groups for study, in addition group labels explain the uses, or supposed uses of the objects, together with extent of occurrence, peculiarities, etc.

The collection contains three hundred crania showing the prevailing Iroquoisan, and Algonkian types, also a large collection of pottery, which in addition to numerous specimens from Ontario, represents the work of the Mound Builders, Aztecs, the Cliff Dwellers, the Pueblos, Nicaraguans and Costa Ricans of North America, and the Peruvians in South America.

During the past year Mr. Geo. E Laidlaw presented the Education Department with his collection of over three thousand specimens illustrative of the Archæology of Ontario. In recognition of this generous gift to the Museum, Mr. Laidlaw's collection has been classified and arranged in separate glass cases.

Other valuable collections have been presented by Messrs. T. F. Milne, Queensville; and W. C. Perry, Winnipeg; full particulars respecting gifts to the Museum will be found in the Archæological Reports, and the Education Department will at all times be prepared to acknowledge in a similar way gifts from other sources.

Students of Ethnology and Archæology are invited to examine this department of the Museum, which also contains a few typical specimens from the chief culture centres of the Continent, which can be compared with those of our own country; further information in regard to the scope and intention of this branch of the Museum may be obtained from Mr. Boyle, the Curator, who will be pleased to give them all necessary attention.

3. Antique Sculpture.

Large Groups and Statues. Mythological and Homeric, of Apollo, Bacchus, Boy Extracting a Thorn, Cupid and Psyche, Diana, Flora, Laocoon and his Sons, Urania, Venus de Medicis, Venus of Milo, Venus crouching, Venus rising from the Bath, and Wrestlers. Historic Statue—Cicero; also Mythological, Homeric and Egyptian statuettes and busts, (life size), and a large collection of Antique busts, (life size), including Grecian Kings, Generals, Statesmen, Philosophers, Orators, Poets, Physicians, etc., also Roman Consuls, Emperors. Generals, Orators, Poets, Warriors, etc.

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British Empire than in any other way. If circumstances require this opinion to be reversed as generations come and go (and no one can tell what the future has in store for any nation), then let our successors govern themselves accordingly. Let us be governed by the conditions with which we are confronted.

DAY BEFORE QUEEN'S BIRTHDAY.

"As to the time most convenient for the celebration of such a day, from suggestions received and from a careful consideration of the whole question, I would respectfully advise that the school day immediately preceding the 24th of May be the day selected. This form of designating the day would overcome any difficulty that might arise when the 24th day of May fell on Saturday, Sunday or Monday. The 24th of May is a statutory holiday and the schools are consequently closed. It is a day which all British subjects hold in a spirit of the deepest respect for Her Most Gracious Majesty, for her pre-eminence as "mother, wife and Queen," and of profoundest loyalty to their country because of the privileges which as citizens they enjoy. If the school day immediately preceding the 24th of May is set apart as "Empire Day," the exercises which may be designed for the afternoon of that day will have (at least during Her Majesty's reign) a depth of feeling which perhaps they might not have at any other season of the year, and even if the day should be continued (and I think it properly might be) after Her Majesty's demise, for this and the next generation or two, the recollection of her illustrious reign will by reflection still quicken the pulse of the many hundreds of thousands of school children as they remember the greatness of the empire over which she reigned so long.

"The day preceding the 24th of May has other advantages. As a rule the season of the year is particularly favorable either for indoor or outdoor exercises. The ratepayers are less occupied in their varied pursuits than at any season of the year; larger gatherings could be obtained at the various school houses than at any other season of the year; besides, our annual examinations are a month or six weeks later, and the attention devoted to the exercises peculiar to this day would disturb the work of the school less than perhaps at any other season of the year.

"I need not urge upon the Dominion Teachers Association the desirability of taking action in this matter. The association speaks for the whole Dominion. I think the voice of the people is in favor of a higher, a purer and less selfish patriotism than we perhaps possess now, and nowhere can better motives be planted for an ideal national life than in the school room. There can be no future for Canada worthy of the traditions of the lands from which she has been stocked, or worthy of the opportunities for nationhood which now seem to be thrust upon her, unless we gird up our loins and with a resolute and studied purpose endeavor to develop a national spirit. We are a young community, our educational advantages should make our patriotism broad and sympathetic. It is, therefore, in no narrow spirit, nor with a desire to exalt ourselves above our neighbors, nor to intrude upon the public in a blustering, arrogant manner our love of country, that we should approach this subject or celebrate such a day, should that be agreed upon. Canadian patriotism should be comprehensive, respectful, intelligent, and *at the same time* intense. Our history, our institutions and our future possibilities war

nt us in taking this ground, and the teachers of Canada have the culture and the ental and moral qualifications by which the highest type of the purest and most unselfish triotism can be cultivated, and now is a good time to enter upon such a noble work."

This paper was referred to a committee which after full consideration reported in vour of the title of Empire Day, and the date recommended in my memorandum.

I am happy to say that the recommendation of the Educational Association has been lopted by the Province of Nova Scotia, and by the Protestant section of the Council of ublic Instruction for the Province of Quebec. It has also been approved by the Educa-on Department for this Province, and will appear on the Calendar of the Department r 1899. It is to be hoped that the inspectors and teachers of Ontario will render the y memorable in the history of the school children from year to year, as a day in which e progress of the Empire generally, and the Dominion of Canada in particular, will be nsidered, and in which the security of the liberties of our people, arising from our rela-on to the Empire, will be impressed upon the minds of the children of the Province. It not intended that the day shall be a holiday in the ordinary sense of the term. Its imary object is fully set forth in the memorandum above quoted, and I am confident, ith the co-operation of trustees and parents, it will contribute to the development of a anadian sentiment which will react most favorably upon the future of the country.

IX.—ARBOR DAY.

In 1885 the first Friday in May was set apart by the Education Department as rbor Day. The object of Arbor Day was to secure the improvement of school grounds, id, as far as was practicable, also, the renovation of the school premises. It is greatly to deplored that so little attention is paid to the improvement of school premises, particularly in rural schools, where there is ample room for shade trees and flowers. The most ted defect in school premises, both in rural and in urban districts, is the very limited ea set apart for the use and accommodation of the pupils. One fails to understand, in Province like Ontario, where land is so cheap, why school grounds in rural districts do t consist of from two to three acres, instead of small paddocks generally of one-fourth one-half of an acre. The consequences of such contracted premises are by no means important —

(1) It often happens that school children, instead of having the protection which the hool premises should afford, carry on their games and sports on the public highway, to e inconvenience of the public, and at great risks to the pupils.

(2) Games, such as football and baseball, which should be encouraged in every Public hool, are not played at all, because the premises are too small to conduct a game with y effect.

(3) When shade trees are planted in very small grounds, they sometimes obstruct the nusements of the pupils, and consequently suffer damage.

(4) Owing to the limited area, flower beds are impracticable, as it would be impossible to preserve them, and permit of any games.

For these reasons, it would be of immense advantage to the health and the enjoyment of the school population of the Province if school premises, where the land is available, were greatly enlarged, and ample room given to children to engage in such athletic sports or the usual children's games, as would help to develop their physical strength, and increase their interest in attending school. Since 1885, 269,613 trees have been planted; 15,491 of these in 1897.

X.—SCHOOL PREMISES.

I have been obliged several times to call the attention of inspectors to the unsanitary condition of the school premises. The following observations are worthy of notice,—

(1) In many cases the closets are placed too far from the school building.

(2) Trustees have made no provision for proper walks to the closets, so as to render them easily accessible in spring and autumn. In winter the difficulty is even greater, as the school premises are often filled with snowdrifts, and the provision for clearing paths to the closets is inadequate.

(3) The disinfecting of the school premises in spring and summer is very often neglected.

(4) Sufficient care is not observed with regard to the screening of the closets, and maintaining proper privacy with regard to their use.

Under the school law, where the sanitary condition of the school premises is disregarded, the inspector is authorized to withhold the grant until the health officer of the district certifies as to their cleanliness and safety. I should be very glad to assist in enforcing this regulation where there is palpable and persistent neglect.

School-rooms.

While the equipment of the schools of Ontario has been greatly improved in the last twenty years, there is still unmistakable negligence in the matter of internal cleanliness in many cases. The provision made for sweeping and washing floors is far from sufficient, and the walls and ceilings are not freshened annually by calsomine or paint, as they ought to be. In view of the rapid strides of consumption and fever, so properly emphasized by medical men and health officers, the importance of preserving the cleanliness of the school house and all its surroundings cannot be over-estimated.

Diploma for well-kept Schools.

In order to excite the emulation of teachers, pupils and school trustees, the Department prepared a diploma (a copy of which accompanies this report) to be awarded to every school in the Province on the report of the inspector. The attention of inspectors was called to this movement of the Department by the following circular, setting forth the *conditions on* which the diplomas were to be awarded:

Instructions to Public and Separate School Inspectors Respecting Diplomas for School Premises.

1. In order to secure greater attention to the requirements of the School Act and Regulations with regard to school houses and their equipment, and also to the improvement of the school premises, the Education Department proposes to issue a diploma annually to every Public and Separate School that complies *fully* with the conditions of Regulations 1 to 9 inclusive (Public School Act, 1896) respecting Public Schools. The diploma will be beautifully lithographed and suitable for framing, and Trustees are requested to have it framed and hung up in the school room.

2. In order to determine whether any Public or Separate School is entitled to a diploma, the Inspector should consider the following :—(*a*) *site*—healthfulness of situation, area, grading, drainage ; (*b*) *fences*, gates, walls, woodshed ; (*c*) *closets*—position, size, construction, screens, approaches and walks, cleanliness, regularity of disinfection ; (*d*) *water supply*—abundance, convenience, purity) *school yard*—tidiness, shade trees, flower beds ; (*f*) *school house*—state of repair, air space, floor space, cloak rooms, porches ; (*g*) *lighting*—position and size of windows, movability of sashes, blinds ; (*h*) *heating and ventilation*—flues for constant circulation of air when too cold to open windows, screen on stove, if any, thermometer ; (*i*) *furniture*—desks and seats for pupils and teacher, sanitary construction and suitability of size, means of preserving globes, maps, etc. ; (*j*) *equipment*—sufficiency and quality of blackboard, brushes, pointers, chalk, maps and charts, globe, dictionary, clock ; (*k*) *cleanliness and adornment*—porches, floors, walls, ledges, windows, ceiling, furniture, pictures, tablets, plants and other adornments ; (*l*) *special*—encyclopædia, library, bell in belfry, lunch room, gymnasium or play room, etc.

3. The Inspector shall make the examination for granting a diploma at one of his regular visits, and where possible in the presence of the Trustees and teacher. He shall report to the Minister of Education on or before the 1st of August each year such schools as are in his opinion entitled to a diploma.

4. Inspectors are requested to notify the Trustees of their intention to report upon the matters referred to in this circular, and to assist in enforcing the regulations of the Department already quoted. The school room and grounds of every Public and Separate School should be such object lessons of neatness, taste and cleanliness as would exert a permanent influence upon the habits and character of all who come in contact with them day by day.

EDUCATION DEPARTMENT, TORONTO, May, 1898.

From the interest shown in this recognition of the department of cleanliness and good taste in the school room, I hope some of the objections referred to will be overcome, and that through the co operation of teachers and pupils, schools will very speedily become more attractive. In 1898, 597 diplomas were awarded. It is to be hoped that no inspector will, from any desire to ingratiate himself either with teachers or trustees, hesitate to construe the conditions on which diplomas are awarded with the utmost strictness. Far better wait a year, or even longer, to see if the deficiencies in the school are removed, than award a diploma until the school is entitled to it in every respect.

Decoration of School Rooms.

Every visitor to a public school, and in many cases even to a high school, must notice that the school walls are entirely devoid of the ordinary attractions of a private room, or even of some public offices. It is true that, owing to the efforts of the teachers and inspectors, Her Majesty's portrait was placed last year in about 2,000 schools. But beyond maps and charts—many of them by no means in good repair, and none of them particularly attractive—the school-rooms of the Province are not furnished with any object to attract the attention of the pupil, or to cultivate his taste. To gaze upon a blackboard for five or six hours a day, or to look around on bare walls is not very stimulating to the imagination of the child, nor does it materially improve his taste for the beautiful in art and nature. Even in summer there are no house plants in the school room on which the eye can rest with pleasure, no cabinets of natural history to excite his curiosity. This neglect is not owing to a want of taste on the part of the supporters of our public schools, but I think mainly to inadvertence, or perhaps to the want of leadership and organization. In the city of Toronto, there has been established a Women's Art League, for the express purpose of obtaining pictures, either as gifts or by purchase, for the decoration of the school-rooms of the city, and already very substantial progress has been made in that direction. The rooms of the Model school in connection with the Normal school have been rendered attractive through the Department of Education. In this way a beginning has been made in the decoration of school-rooms. In the State of Illinois, the ladies of the different school districts organized themselves into committees for the improvement of school premises, and the ornamentation of the school buildings, with very satisfactory results. I have no doubt if inspectors or teachers called the attention of the trustees to this matter, the whole condition of our school-rooms would be changed in a few years, and premises that offered no attraction whatever to the pupil would be materially improved. No child's education is complete or symmetrical who has not, in some way or other, been interested in the beautiful both in nature and in art.

XI.—MILITARY CADET CORPS.

By the School Act of 1871, provision was made for the military training of the pupils attending the High Schools of the Province, subject to such regulations as might be made in that behalf by the Department of Education. Owing to the large demand upon the Provincial Treasury for the general education of the people, it was felt that no grant could be made for military education. Last year, however, the sum of $500 was voted by the Legislature to be paid to such schools as organized Military Cadet Corps on the conditions prescribed by the Education Department.

In order that the course of military instruction might be in harmony with the methods authorized by the Militia Department of the Dominion, care was taken in drawing up regulations, to ascertain how far they conformed with the requirements of the Militia Service. After considerable correspondence with the Militia Department, the following regulations were agreed upon :

High School Cadet Corps.

Classes in Military Instruction.

In accordance with the provisions of section 10 of the High Schools Act, 1896, any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of $50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Education Department.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and the officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved:

1. High school cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2. Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education:

(*a*) Breech loading rifles of the Snider-Enfield or other improved pattern with bayonet and scabbard complete.

(*b*) Accoutrements, consisting of a waist belt with ball-bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accoutrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armory, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.

8. The Board of Trustees shall see that the members of its company are provided with a uniform forage cap, or other military head dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle green tunic or Norfolk jacket, with blue, black, grey, or rifle green trousers. The uniform, or any

part thereof, provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular time table of the school. Regular attendance and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows:

Infantry Drill, 1896:—

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises;—

Manual Firing and Bayonet Exercises for Canadian Militia, 1894. Manual Exercise for Short Rifle, page 23, Parts I., II., and III.

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of $50 for the current year to the Board of Trustees concerned.

In order to afford High School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction will be provided in Toronto next July and August, lasting about one month. Details as to dates and other arrangements will be supplied by the Education Department on or about the first of May next. Teachers attending will be drilled by instructors from No. 2 Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows:

Infantry Drill, 1896:—

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16, 1st, 2nd, 3rd, and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial sec. 181 to 183.

Rifle Exercises :—

Manual Firing and Bayonet Exercise for the Canadian Militia, 1894, Parts I., II., and III.

Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.

The Minister of Militia has assured the Department that all pupils enrolled in a High School corps would be furnished with caps, belts, and rifles, and perhaps with side arms. I had hoped that something in the nature of a uniform would be supplied by the Militia Department, as it would greatly add to the interest which the boys would take in military drill to have a distinctive uniform. I hope the Militia Department may yet be able to meet my expectations in this respect.

Since the adoption of the regulations above quoted, cadet corps have been o ganized or are about to be organized, in connection with the Collegiate Institutes or High Schools in the following places :— Brantford, Goderich, Guelph, Lindsay, London, Morrisburg, Mt Forest, Napanee, Norwood, Owen Sound, Petrolea, Port Perry, St. Thomas, Toronto, Woodstock.

In 1899 I expect to see the number largely increased. At least one hundred of the High Schools of the Province should have one company of duly enrolled cadets.

Object of Military Drill.

The object of encouraging Military Drill in the High Schools of the Province is not for the purpose of cultivating a military spirit in an aggressive sense, or for the purpose of fastening for any time in the future upon the country a standing army of Canadian soldiers. Experience has shown that for young men from sixteen to twenty, no other drill so effectually develops manliness of form and bearing, as well as physical force and independence, as Military Drill. Besides, there is the additional advantage of training in promptness, obedience, attention, and even resoluteness, which are invaluable in the formation of strong character. The tendency to war would in no sense be aggravated by the military training provided through our High Schools and Collegiate Institutes.

High School Sports.

During the last few years the attention paid to High School sports and games has been very gratifying. Many High Schools have now regularly organized Football teams; in others Baseball and Lacrosse chiefly prevail. This tendency of High School life should be encouraged, within proper limits, by the trustees of every High School.

Within the limited space of an official report, it would be impossible to discuss the value of Athletics as part of a State System of education. It is the settled opinion of the best educators every where that any course of education is incomplete that does not afford, either directly or indirectly, opportunities for sports, to develop the manly qualities which enter into honorable competition in business and in public life. Much of the vigor enjoyed by the Anglo Saxon race is owing to its sporting practices and traditions, and no better service can be rendered to the growing population of Canada than similar interest in such sports as attract people into the open air and encourage them to vigorous exercise.

XII.—DOMESTIC SCIENCE.

In recent years, the attention of school officers, particularly in urban districts and large manufacturing centres, has been attracted to the necessity of making some provision for training in Domestic Science. Among the artisan classes the men and women who are occupied from ten to twelve hours per day in manual labor of some kind or another during the greater part of the day, are consequently absent from their homes. Young women enter factories very often immediately on leaving the public school, and, as a consequence have had no training in housekeeping or cooking or the making of garments, all of which are important in domestic life. To meet this condition of things in the Old Country and in many of the States of the American Republic, classes in cooking have been opened in connection with the Public and High Schools, at which every girl from ten years old and upwards receives instruction in such branches of cooking as are necessary in every household. When instruction of this kind has been introduced, a schoolroom is fitted up as a kitchen with the necessary equipment, such as a cooking stove, tables, cupboards, etc. The equipment of a kitchen for cooking purposes is estimated at $175. The school children receive from one to two lessons per week and are taught to perform all the cooking exercises with their own hands, under the direction of a trained teacher.

In 1896 I visited the schools of Boston, New York, and other Eastern cities, with a view to ascertain the practical value of this subject as a school exercise, and returned greatly impressed with its usefulness as a branch of education, when properly taught, entirely apart from its practical value for the health and comfort of the home.

In introducing a new subject into the schools of the Province, the first difficulty is to obtain trained teachers. That is partly the difficulty with the introduction of Domestic Science. Possibly, public opinion has not yet been fully educated as to its value, and trustees may not, therefore, be prepared to place it on the course of study. The Education Department has, however, made provision for a course of lectures in connection with the Normal Schools at Ottawa and Toronto, so that every woman receiving a certificate from the Education Department now has some knowledge of the educational value of Domestic Science. The city of Kingston has provided for regular instruction in the public schools, and the city of Hamilton had a class during the greater part of 1897, but its operations have been suspended since the summer holidays.

Lectures and Text Book in Domestic Science.

In order that the public may be better informed as to the value of Domestic Science I asked Mrs. Adelaide Hoodless, of the city of Hamilton, who visited the best schools of the United States and had given a great deal of attention to the subject, to prepare a text book for the use of teachers and pupils as a basis of instruction in the subject. After consultation with the best authorities on the subject, Mrs. Hoodless submitted a text book, which has been duly authorized, and so far as I know, has been found very helpful.

In addition Mrs. Hoodless has been engaged to meet Boards of Trustees and others interested in the subject of Domestic Science, with a view to discuss its value and its aims as a subject for study in the Public and High Schools. Several such conferences were held during the year, from which it is expected, in the near future, that schools will be established in the leading cities of the Province.

Normal Training in Domestic Science.

Were it possible to establish a Provincial school for the training of teachers in Domestic Science, I have no doubt much greater progress would be made. In the meantime, teachers who are anxious to take up this branch of work, are obliged to go abroad for their training, as the training in Canada, although accepted temporarily is not as complete and thorough as might be desired.

XIII.—AGRICULTURE.

The Department has made several attempts to promote the study of agriculture in the public schools of the Province. Under the regulations in force for the last ten years, instruction has been given in agriculture in all the Model Schools in the country as well as in the Normal Schools, and every teacher authorized to teach a public school, during this period has had some training in the best methods of teaching the subject.

In 1891, public school trustees were, by regulation, authorized to introduce the subject of agriculture into the Fourth and Fifth forms of the school, and where such regulation was adopted, the inspector was required to report annually to the trustees as to the course taken by the pupils and their knowledge of the subject. Although this regulation has been in force for seven years, so far as I know, no board of school trustees has passed the necessary resolution, and, as a consequence, the subject receives very scant attention.

Text Books in Agriculture.

One reason alleged for the neglect of the study of agriculture was that the text book authorized by the Department was too technical, and was uninteresting to the pupils. In order to overcome this difficulty, arrangements were made by the Department with C. C. James, B.A., Deputy Minister of Agriculture, and formerly a member of the staff of the Agricultural College, to prepare a text book, so simple in its language and so elementary in its treatment of the subject as to be within the range of pupils from twelve to fifteen years of age. Early in the year, Mr. James submitted the manuscript of such a text book, and after fully considering its merits, it was duly authorized by the Department. The text book deals in a general way with the nature of soil and plant life, and also with horticulture, entomology, bee culture and road-making; considerable attention is paid to insectivorous pests. Many testimonials have been received from agriculturists in Canada and the United States with respect to the value of the text book, and I hope in the re-adjustment of the curriculum which is proposed for the next academic year, that I shall be able to make the subject of agriculture part of the teacher's non-professional course, at

least in rural schools, and by giving it examination value, secure for it the attention it deserves. While the Education Department does not entertain the idea that practical farming can to any extent be taught to the pupils of rural schools; there appears to be little room for doubt that a more intelligent interest in the processes of agriculture may be communicated to the pupils of both sexes than at present exists, and with that interest to start with, they are more likely to make agriculture the subject of study in after life.

Neither does the Education Department entertain the idea that by the study of agriculture in our public schools, farmers' sons can be prevented from leaving the farm and entering upon other vocations, if so inclined. It is to be regretted that urban life is preferred by many people to the industrious and frugal life of the farmer. Millions of acres are lying practically waste for the want of intelligent husbandry. Even where most attention is paid to agriculture, there is still room for improvement. Could we add to the rural population of the country but a tithe of the population now seeking employment in our towns and cities, we would add greatly to the wealth of the country, and at no time did agriculture need more scientific attention, in view of the competition and the low price of farm produce than it does at the present day.

The moral effect is not to be underestimated. I do not desire to make an invidious distinction between the moral atmosphere of the country and the town. Each has its advantages as well as its disadvantages. At all events, if we could preserve the equilibrium between the two, our national standing would be less likely to suffer and the stamina of our race which depends so much on outdoor exercise and good air, would be more likely to be maintained.

XIV.—MANUAL TRAINING.

For many years past, the educators of America and the continent have given a great deal of attention to the subject of Manual Training, by which is meant a knowledge of the principles underlying the construction of all objects of industrial value. As a subject of school work, Manual Training is said to possess special value.

(1) It gives variety to the exercises of the school room and has special interest for pupils of a mechanical turn of mind who otherwise might give little attention to the regular subjects of the curriculum. The interest awakened in this way is said to be often preliminary to a greater interest in intellectual studies.

(2) It promotes the development of manual dexterity which in the case of experts in many departments of industry seems almost to amount to a sixth sense. In many industrial pursuits, suppleness of hand and finger is of the utmost importance. Manual training assists in cultivating these qualities.

(3) As an intellectual pursuit, it cultivates observation, accuracy of form, dimension, color, proportion, etc. In any pursuit of life, these are intellectual aptitudes of great value, but more particularly to the artisan and the laboring classes.

(4) In Manual Training a pupil requires considerable knowledge of material, particularly of the different kinds of wood used in architecture, and in some cases of iron and other materials. This knowledge is a great stimulus to the mental activity of the child and can be made to minister to his usefulness in after-life.

(5) Where machinery is employed in connection with the course of study in Manual Training, the pupils are brought into contact with mechanical forces, all of which quicken their sensibilities and establish new relations between them and the active world into which they are so soon to enter.

(6) Then there is the general value in the way of developing habits of application, perseverance, attention and self-reliance, all of which are essential to success in any pursuit in life.

(7) And here the argument already used with reference to Agriculture, applies to Manual Training. The industrial wealth of the country is to a certain extent the counterpart of its agricultural wealth. They are not necessarily joined together, since we find in England and Belgium, particularly, great industrial wealth with comparatively very little agricultural activity. In the United States and France, a different condition of things exists. In Canada our agricultural development has exceeded our industrial development. There is, however, plenty of room for greater progress in regard to both and with more skilled labor and better early training in handicraft, doubtless our manufactures would be even more prosperous than they are. In conjunction with the æsthetic culture which is carried on in our Art Schools, there is no reason why the Canadian artisan should not take as high a place as the artisan of any other country, both as to the intrinsic merit of his work and its artistic value.

The School Trustees of the City of Kingston, feeling the importance of Manual Training has made provision for its introduction into the City Schools. I have examined specimens of the work and am pleased to report that the pupils give promise of great proficiency. I have examined similar work in several large cities in the United States, notably Boston, Newhaven and New York and feel convinced that the pupils of the Kingston Manual Training School have shown equal proficiency with these schools. I shall be glad if other Boards of Public School Trustees follow the example of the Kingston School.

XV.—TRUANCY.

In 1891 An Act was passed respecting truancy. The object of the Act was to secure the more regular attendance of pupils at the Public Schools, and particularly to deal with the parents who neglected to send their children regularly to school. Under the Truancy Act, every child between eight and fourteen years of age is required to attend school during the whole year, unless excused under the conditions provided by the Act. Boards of trustees are authorized to appoint truant officers and any person whose children do not attend school as provided in the Act is liable to the penalties provided by the Act.

From the report hereto annexed (see Table "M") it appears that 3,228 cases of truancy were reported in the whole Province, but that only 140 complaints were laid before a magistrate and only fifty-three convictions obtained. In the City of Toronto, although 1,056 cases were reported, there was no complaint and consequently no convictions. In addition to the number reported by the truant officers, 1,153 are reported as not attending any school. There is, therefore, evidently about 4,500 school children who

are growing up without practically any education, notwithstanding that the whole Province is heavily taxed for school purposes. This condition of things is greatly to be regretted, and calls for the immediate attention of the Legislature.

XVI.—KINDERGARTENS.

It is now fifteen years since Kindergartens were first established in the Province. It is very gratifying to report that this department of school work has greatly extended and has done much to temper and sweeten the life of a child in the early stages of his education.

Space would not admit of a full discussion of the educational value of the Kindergarten. Its general acceptance by the people of the Province is nevertheless worthy of notice. At the close of the last year there were 105 Kindergartens in operation, in charge of 223 teachers and attended by 10,693 pupils. The city of Toronto has led the Province in Kindergarten work, having 4,707 pupils in attendance, with 117 teachers; Hamilton follows with 1,280 pupils and 21 teachers; London with 1,139 pupils and 25 teachers. Other cities and towns in the Province are doing very commendable work. (See Table "N.")

XVII.—NIGHT SCHOOLS.

Twenty-five years ago the Night School was quite a feature of the educational work of the Province. Within the last few years, however, owing I assume to the improved condition of the Public and High Schools and the better education of the people as a whole, Night Schools have steadily declined and during the current year there were but eighteen in all, attended by 1,406 pupils. The evening classes in connection with the public libraries have, in some instances, taken the place of the Night Schools, conducted under the Public Schools Act.

XVIII.—COMMERCIAL EDUCATION.

The business activity of the age is calling for improved courses of commercial education in most countries, and the demands for what is termed a practical education are repeated from time to time. It is universally admitted that practical skill in every department of life requires intelligence and general mental activity. Educationists now fully recognize that intellectual skill and power are promoted by training in habits of observation and reflection. No better means of promoting this training can be secured than by providing the best instruction in Reading, Writing, Arithmetic, Literature, and the other ordinary subjects of an elementary school course. Indeed, it should not be forgotten that failures in life are due more largely to defects in character than to want of knowledge. Apart from this principle, it must be admitted that the subjects taught in our Public Schools are of the most practical character possible, and that no farmer, artisan or merchant could possibly dispense with a knowledge of the subjects of the *prescribed* course. If industrial training is to be promoted, it can only be made successful

by giving suitable instruction in the ordinary subjects of the school programme. Accordingly the Fifth Form of the public school provides a course in Book-keeping which will enable students to gain a knowledge of single and double entry; commercial forms, such as drafts, notes and cheques; general business transactions. This course is specially suitable for farmers and artisans, or for retail merchants and general traders. This course provides amply for a pupil of fourteen or fifteen years of age all the Book-keeping that he is capable of comprehending at that age.

Under amendments made in 1891 to the High Schools Act, regulations were prescribed for Commercial Specialists, thus giving in our High Schools and Collegiate Institutes a further impetus to the acquisition of a business education. The course of study prescribed for Commercial Specialists is a very extensive one, and it may be doubted if in any part of the world the school law calls for teachers of such high attainments in commercial subjects. The course for a Commercial Diploma, given below, shows how thoroughly the Education Department has provided for the commercial education of the young men and women of the country.

The course for Commercial Diploma consists of book-keeping, business forms and usages and stenography. Book-keeping shall be taken in six sets as follows;

Set I. shall show transactions extending over a period of two months, the transactions of the first month being done by Single Entry, and of the second by Double Entry, and showing the change from Single to Double Entry. Books to be used: Day Book (1st month). Journal Day Book (2nd month), Cash Book, Bill Book, and Ledger.

Set II. The transactions shall be the same as for Set I.; those of the first month being done by Double Entry, and of the second month by Single Entry, and showing the change from Double Entry to Single Entry. Books to be used: Four Column Journal with special columns for Mdse. Purchases and Sales (1st month), Day Book (2nd month), Cash Book, Bill Book, and Ledger.

Set III. A Double Entry set with two partners. Books to be used: Journal Day Book with a special column for Mdse. Sales, Cash Book, Invoice Book, Bill Book, and Ledger, the first three as books of original entry.

Set IV. A double Entry set; a continuation of Set III., the posting being done in the same Ledger. A third partner shall be admitted and the transactions shall include shipments and consignments. Books to be used: Journal Day Book, Cash Book, Invoice Book, Sales Book, Bill Book, and Ledger, the first four as books of original entry.

Set V. A Double Entry Set; a continuation of Set IV., the posting being done in a new Ledger. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies, and merchandise companies. Books to be used: The same as for Set IV.

Set VI. A Set in Manufacturing. Books to be used: Journal Day Book, with a special column for Mdse. Sales, Cash Book, Time Book, and Ledger.

The Cash Book shall be a book of original entry in all of the Double Entry sets, various special columns being used in the different sets. A monthly Trial Balance shall be made in connection with Sets III., IV., and V., and Statements of Resources and

Liabilities, and of Losses and Gains for all of the Sets. The transactions in the different sets shall be different from year to year. The sets may recur triennially, and shall consist of not less than twenty pages of foolscap.

The book-keeping sets of pupils who write at the examination for a Commercial Certificate shall be sent, postpaid, to the Education Department, with the examination papers, and shall be certified by the teacher to be the work of the candidate.

Business Forms and Usages.—Negotiable paper; promissory notes; special notes; bills of exchange; acceptance; negotiation of bills, notes; cheques; collection of accounts, discharge and dishonor; special forms of due bills and orders; accounts, invoices and statements; interest; partnerships; receipts and releases; banking; and commercial correspondence.

Stenography.—At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of twelve words per minute. The dictated matter shall consist of business letters and legal documents.

XIX.—CONTINUATION CLASSES.

Under the provisions of Section 8 of the Public Schools Act of 1896, Continuation Classes have been established by many Public School Boards. Were every pupil attending our Public Schools in a position to attend a High School as soon as the course for the Fourth Form had been completed, the necessity for Continuation Classes would not be so apparent. It should be remembered, however, that there are 170 urban municipalities, consisting of towns and incorporated villages, in which no High Schools have been established, and in which large and efficient graded Public Schools are meeting the demands of the locality. The multiplicity of High Schools, even if regarded as objectionable, could not be avoided if no provision were made in these urban municipalities for doing work beyond that required for admission to a High School. It is not, however, only in these localities that Fifth Forms are necessary. In many rural school sections there are children whose parents are not in a position to send them away to a High School, and whose claims for consideration should not be ignored. In these days, when the "Rural School Problem" is pressing for solution in other countries as well as in Canada, it would be a very mistaken policy to adopt any method that would force children to attend a High School after having completed the work of the Fourth Form.

Regulation 21 has enabled the Education Department to distribute fairly among Public School Boards having Continuation Classes such sums as are voted for this purpose by the Legislature. In 1898, as well as in 1897, each school placed in Class (a) receives $100; in Class (b) $50, and in Class (c) $25, This mode of distributing the grant has proved very satisfactory. As a school in Class (a) is the only one doing the highest kind of Continuation work, there must be employed a First Class teacher as Principal, who devotes all his time to the instruction of those pupils who have passed the High School *Entrance examination.* In the case of those schools doing Continuation work, but which

cannot meet all the conditions for being enrolled in one of the three classes, a small grant has been paid for the success of pupils at the Public School Leaving examination. The abolition of the Primary examination will lead to some modification of the requirements for Continuation Classes, but the purposes will remain unchanged.

XX.—SCHOOL LIBRARIES.

It is to be regretted that so few Public School Boards have availed themselves of the provisions of the law to secure school libraries. In rural school sections, especially, there is a lamentable want of suitable reading matter for both children and parents. In urban municipalities, where Public Libraries have been established, this want may not be felt so seriously as in country districts. It too often happens, moreover, that the books selected for Public Libraries are better adapted to the needs of adults than to the children of our Public Schools. If any persons in the community deserve first consideration in this matter, they are undoubtedly the children of our schools. It must not be assumed that when trustees have provided teachers, they have done all that should be done in promoting the intellectual and moral growth of the pupils. To select a few books from some local library for the use of the school children is not enough. Even this is not done for many schools. What is really needed is a library in every Public School, where pupils may have ready access to the best works of literature in the English language.

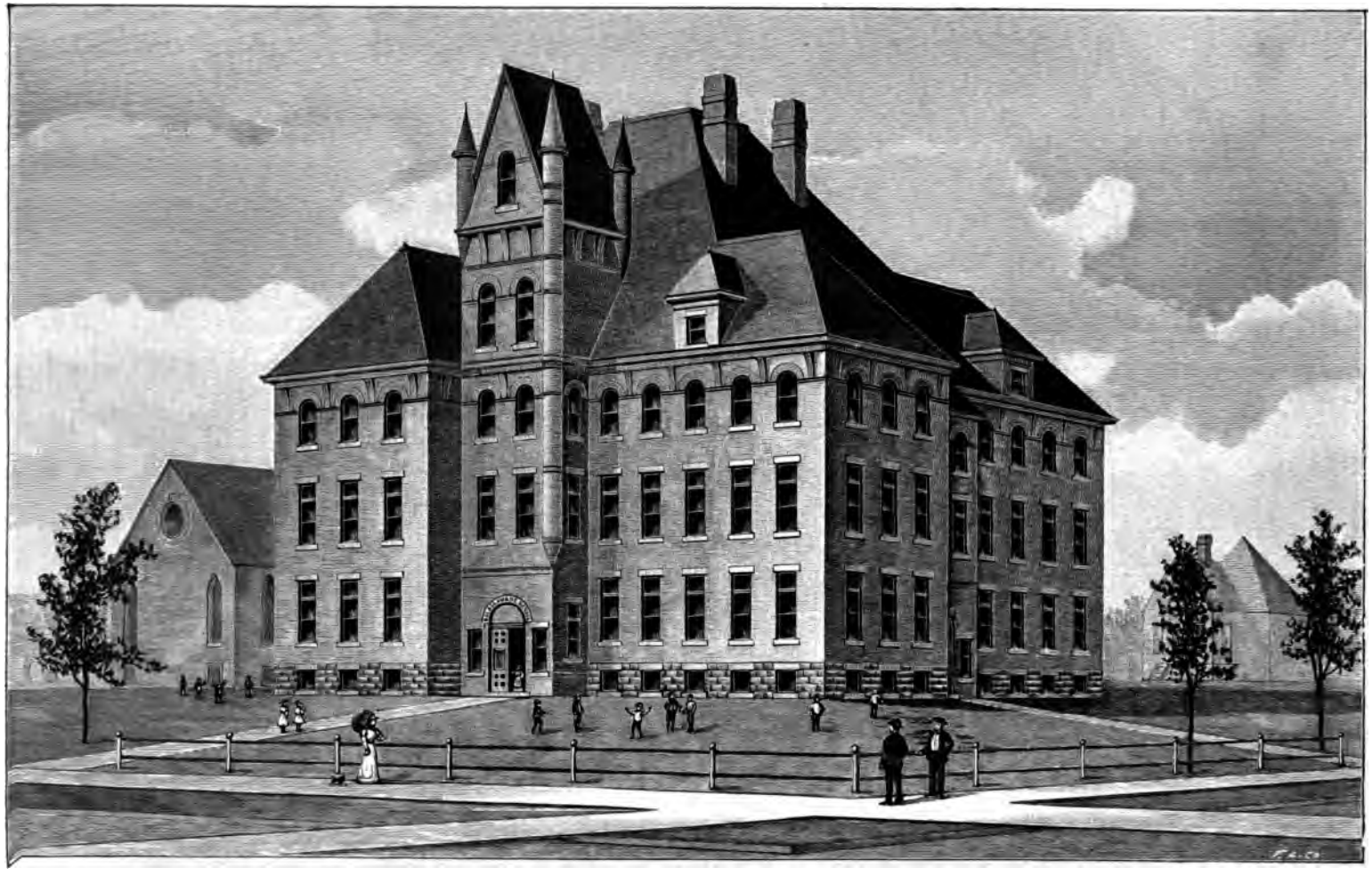
In the case of High Schools and Collegiate Institutes, the most commendable efforts have been made by many Trustee Boards to provide the students with the best facilities for supplementary reading. The results are most satisfactory, and already very great progress has been made in the cultivation of a better taste for good reading among the pupils of such schools. In many respects, books for supplementary reading afford the very best opportunities for directing the attention of pupils to the choicest works in literature. With the vast number of books available much discrimination is needed if the attention of children is to be wisely directed, and so, in most of our High Schools and Collegiate Institutes, a course of reading is recommended for the pupils of the different forms. A catalogue of books prepared for this purpose has proved of much service in the selection of suitable works in literature. For those who never go beyond the High Schools the taste has been so cultivated that inferior works in literature will be avoided. Indeed, it must not be forgotten that one of the chief aims of a pupil's training should be to inculcate such habits as will lead to industrious and discriminating reading in after life. If the trustees of each rural school would expend even $5 each year upon supplementary reading, a valuable library would be secured in a very short time, which would prove of incalculable advantage at least to those whose homes may be poorly provided with literature, and whose taste for good reading has been neglected.

I have the honor to be,

Your Honor's obedient servant,

EDUCATION DEPARTMENT,
TORONTO, January, 1899.

GEO. W. ROSS,
Minister of Education.



BALACLAVA STREET SCHOOL, ST. THOMAS.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I.—TABLE A.—The

Counties. (Including incorporated villages, but not cities or towns).	School Population.—Pupils						
	School population, between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Brant	4,108	14	3,313	2	3,329	1,762	1,567
2 Bruce	15,211	28	12,559	13	12,600	6,673	5,927
3 Carleton	8,453	23	6,800	7	6,830	3,551	3,279
4 Dundas	5,537	25	4,743	2	4,770	2,497	2,273
5 Dufferin	5,498	19	5,098	9	5,126	2,791	2,335
6 Durham	5,895	20	5,246	1	5,267	2,737	2,530
7 Elgin	8,005	9	6,694	7	6,710	3,540	3,170
8 Essex	11,033	36	8,617	7	8,660	4,532	4,128
9 Frontenac	6,946	74	6,095	2	6,171	3,259	2,912
10 Glengarry	5,042	37	4,296	.....	4,333	2,275	2,058
11 Grey	16,511	101	14,538	23	14,662	7,749	6,913
12 Haldimand	6,612	23	4,938	2	4,963	2,638	2,325
13 Haliburton and N.E Muskoka	4,566	32	3,891	6	3,929	2,173	1,756
14 Halton	5,033	2	3,880	.....	3,882	1,991	1,891
15 Hastings	12,085	23	9,244	4	9,271	4,879	4,392
16 Huron	16,013	25	12,381	9	12,415	6,540	5,875
17 Kent	10,874	51	8,990	2	9,043	4,732	4,311
18 Lambton	12,087	39	10,215	4	10,258	5,362	4,896
19 Lanark	6,358	29	4,884	1	4,914	2,546	2,368
20 Leeds and Grenville	12,060	71	10,146	8	10,225	5,323	4,902
21 Lennox and Add	5,550	4	4,838	.....	4,842	2,514	2,328
22 Lincoln	5,589	14	4,098	1	4,113	2,175	1,938
23 Middlesex	18,653	16	10,845	9	10,870	5,767	5,103
24 Norfolk	8,918	33	6 585	4	6,622	3,528	3,094
25 Northumberland	8,267	17	6,777	4	6,798	3,597	3,201
26 Ontario	9,131	21	8,183	7	8,211	4,388	3,823
27 Oxford	9,913	10	7,748	4	7,762	4,021	3,741
28 Peel	6,602	20	4,665	12	4,697	2,553	2,144
29 Perth	11,462	13	7,323	6	7,342	3,980	3,362
30 Peterborough	7,314	34	5,720	2	5,756	2,960	2,796
31 Prescott and Russell	8,788	47	5,833	7	5,887	3,030	2,857
32 Prince Edward	3,630	16	3,228	5	3,249	1,675	1,574
33 Renfrew	11,115	32	7,876	9	7,917	3,979	3,938
34 Simcoe & W. Musk'a	18,584	37	16,491	12	16,540	8,862	7,678
35 Stormont	5,297	16	4,317	2	4,335	2,272	2,063
36 Victoria & S.E. Mus.	9,127	29	7,312	7	7,348	4,035	3,313
37 Waterloo	9.914	7	7,207	7	7,221	3,875	3,346
38 Welland	6,867	12	5,618	.....	5,630	2,934	2,696
39 Wellington	13,474	42	9,372	6	9,420	5,034	4,386
40 Wentworth	7,147	6	5,320	4	5,330	2,821	2,509
41 York	15,311	32	12,234	.....	12,266	6,608	5,658
42 Districts	13,780	93	12,188	19	12,300	6,369	5,931
Total	387,360	1,232	310,346	236	311,814	164,527	147,287
Cities.							
1 Belleville	2,634	.....	1,650	.....	1,650	852	798
2 Brantford	2,896	.....	2,601	.....	2,601	1,328	1,273
3 Chatham	2,736	.....	1,876	.....	1,876	953	923
4 Guelph	3,495	.....	1,859	1	1,860	926	934
5 Hamilton	14,163	.....	8,935	1	8,936	4,516	4,420
6 Kingston	5,786	.....	2,668	.....	2,668	1,316	1,352
7 London	8,893	.....	5,836	.....	5,836	3,030	2,806
8 Ottawa	15,531	.....	4,899	.....	4,899	2,627	2,272
9 St. Catharines	2,986	.....	1,571	.....	1,571	786	785
10 St. Thomas	2,801	.....	2,140	.....	2,140	1,071	1,069
11 Stratford	3,527	.....	1,663	.....	1,663	861	802
12 Toronto	45,617	1	29,389	.....	29,390	14,915	14,475
13 Windsor	3,213	2	2,265	.....	2,267	1,187	1,080
Total	114.278	3	67,352	2	67,357	34,368	32,989

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inc.) who did not attend any school during the year.	No. of children 8 to 14 (inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
1	234	443	671	787	1,065	129	12	480	1,879	56
2	959	1,629	2,556	2,874	4,306	276	126	2,199	6,792	54
3	725	1,085	1,599	1,602	1,668	151	30	1,643	3,284	48
4	407	624	956	1,101	1,593	89	13	896	2,561	53
5	576	870	1,230	1,176	1,166	108	35	1,226	2,339	46
6	449	725	1,074	1,271	1,521	227	20	870	2,726	52
7	515	848	1,296	1,615	2,214	222	14	953	3,714	55
8	822	1,212	2,099	2,162	2,281	84	171	2,241	4,178	48
9	910	1,263	1,454	1,341	1,122	81	60	1,522	2,501	41
10	548	735	1,116	1,023	893	18	19	1,200	1,912	44
11	1,566	2,413	3,451	3,354	3,606	372	58	2,977	6 598	45
12	246	520	878	1,199	1,832	288	41	534	3,058	41
13	566	791	1,014	779	726	53	130	1,282	1,619	42
14	230	462	781	963	1,379	67	5	390	2,153	55
15	945	1,455	2,028	2,028	2,558	257	97	2,101	4,674	50
16	757	1,471	2,416	2,993	4,331	447	28	1,572	7.083	57
17	951	1,421	2,098	2,067	2,314	192	43	2,050	4,225	47
18	804	1,275	2,005	2,399	3,574	201	21	1,369	5.677	55
19	445	620	1,009	1,078	1,583	179	17	1,085	2,632	54
20	1,080	1,559	2,297	2,356	2,716	217	27	2,060	4,926	48
21	524	800	1,047	1,061	1,300	110	59	1,237	2,784	47
22	290	530	966	898	1,341	88	7	861	2,159	52
23	731	1,215	2,093	2,786	2,806	239	50	1,455	5,622	52
24	625	1,060	1,494	1,508	1,771	164	6	1,165	3,321	50
25	520	990	1,474	1,547	2,076	191	87	1,247	3,562	52
26	582	1,138	1,783	1,832	2,578	238	33	1,142	4,644	57
27	465	1,020	1,495	1,865	2,656	261	33	963	4,473	57
28	367	636	1,091	1,163	1,339	101	16	826	2,302	49
29	406	875	1,709	1,851	2,318	183	28	1,288	3.987	55
30	545	903	1,263	1,316	1,631	98	109	1,272	2,787	49
31	696	1,040	1,440	1,324	1,327	60	132	1,670	2,636	47
32	299	484	632	693	1,010	131	7	577	1,161	51
33	985	1,334	2,099	1,740	1,634	125	.....	2,154	3,495	44
34	1,349	2,620	3,810	3,932	4,085	714	93	2,231	7.972	48
35	511	675	967	1,028	1,658	96	9	879	2,028	48
36	795	1,226	1,823	1,682	1,712	110	53	1,625	3,546	48
37	237	624	1.217	1,582	3,095	466	23	769	4,602	64
38	427	791	1,328	1,270	1,713	101	9	881	2,882	51
39	664	1,307	2,143	2,275	2,802	229	112	1,601	5,003	53
40	352	717	1,260	1,256	1,619	126	9	911	2,861	55
41	897	1,742	2,788	2,768	3,727	344	111	1,934	6,501	53
42	1,794	2,378	3,095	2,525	2,240	268	182	3,290	5,004	41
	27,796	45,526	69,075	72,070	89,186	8,161	2,135	58,618	157,882	51
1	97	149	256	348	794	6	23	210	1,031	62
2	59	153	465	510	1,414	.....	.....	380	1,888	73
3	84	135	390	339	928	.....	.....	315	1,114	60
4	24	81	242	355	1,168	.....	.....	.....	1,360	74
5	160	508	1,266	1,450	5,552	.....	.....	675	6,687	75
6	76	159	445	515	1,473	.....	.....	193	2,014	76
7	165	391	857	1,161	3,262	.....	.....	689	4,040	70
8	188	383	915	919	2,494	.....	.....	732	3,355	69
9	60	115	291	304	801	.....	.....	93	1,074	68
10	43	115	276	439	1,267	.....	.....	172	1,582	73
11	53	88	225	347	950	.....	.....	165	1,147	69
12	887	1,749	4,486	5,882	16,886	.....	.....	.....	23,033	78
13	90	163	376	414	1,224	.....	.....	310	1,791	79
	1,986	4,189	10,480	12,483	38,213	6	23	3,934	50,096	73

I.—TABLE A.—The

Towns.	School Population.—Pupils						
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Alliston	516		346		346	185	161
2 Almonte	709		386		386	188	198
3 Amherstburg	542		284		284	147	137
4 Arnprior	727		603		603	316	287
5 Aurora	524		382		382	187	195
6 Aylmer	582		483		483	220	263
7 Barrie	1,553	1	1,372		1,373	710	663
8 Berlin	2,729		1,388		1,388	749	639
9 Blenheim	591		456		456	245	211
10 Bothwell	281		244		244	136	108
11 Bowmanville	894		602		602	304	298
12 Bracebridge	827		719		719	375	344
13 Brampton	712		589		589	316	273
14 Brockville	2,721		1,451		1,451	725	726
15 Carleton Place	1,373	2	891		893	450	443
16 Clinton	650		556		556	299	257
17 Cobourg	1,114		649		649	319	330
18 Collingwood	2,083		1,256		1,256	630	626
19 Cornwall	1,093	2	644		646	323	323
20 Deseronto	1,061		651		651	304	347
21 Dresden	541		454		454	201	253
22 Dundas	876		581		581	315	266
23 Durham	471		471		471	241	230
24 Essex	458		400		400	202	198
25 Forest	407	3	345		348	176	172
26 Fort William	696	6	626		632	316	316
27 Galt	1,854		1,506		1,506	777	729
28 Gananoque	967		757		757	412	345
29 Goderich	1,060		756		756	391	365
30 Gore Bay	250		195	3	198	97	101
31 Gravenhurst	1,027		630		630	318	312
32 Harriston	566		421		421	207	214
33 Ingersoll	1,098		775		775	388	387
34 Kincardine	776		535		535	275	260
35 Leamington	708		559		559	282	277
36 Lindsay	1,160		1,058		1,058	546	512
37 Listowel	832		620		620	341	279
38 Little Current	291	7	206		213	110	103
39 Mattawa	700		123		123	58	65
40 Meaford	859		427		427	229	198
41 Midland	715		673		673	360	313
42 Milton	484		391	1	392	194	198
43 Mitchell	677		521		521	259	262
44 Mount Forest	712		554		554	304	250
45 Napanee	939		671		671	350	321
46 Newmarket	684	1	396		397	210	187
47 Niagara	358		286		286	153	133
48 Niagara Falls	1,078		642	1	643	336	307
49 North Bay	910		420		420	191	229
50 North Toronto	600		446		446	213	233
51 Oakville	349		327		327	159	168
52 Orangeville	704		554		554	259	295
53 Orillia	1,803		1,135		1,135	548	587
54 Oshawa	1,230		802		802	387	415
55 Owen Sound	1,895		1,446		1,446	723	723
56 Palmerston	698		512		512	258	254
57 Parkhill	460		330		330	172	158
58 Paris	904		592		592	302	290
59 Parry Sound	746	1	707	1	709	369	340
60 Pembroke	1,156		650		650	337	313

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inc.) who did not attend any school during the year.	No. of children 8 to 14 (inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
1	22	29	59	66	170	.....	.....	38	212	62
2	11	20	50	70	235	.....	.....	19	280	72
3	7	29	67	62	119	.....	.....	48	180	64
4	28	56	124	106	289	.....	.....	115	378	63
5	17	46	75	84	160	.....	.....	122	230	60
6	8	27	97	84	267	.....	.....	8	358	74
7	92	165	294	293	529	.....	.....	232	780	57
8	37	82	131	281	857	.....	.....	176	987	71
9	13	40	70	106	227	.....	.....	57	301	66
10	20	24	61	53	86	.....	.....	47	135	55
11	25	29	92	125	331	.....	.....	40	413	69
12	52	106	209	183	169	.....	.....	152	334	46
13	16	41	84	118	330	.....	.....	23	427	73
14	32	87	102	287	843	.....	.....	81	993	69
15	33	63	152	212	433	.....	.....	77	590	66
16	21	29	81	106	319	.....	.....	10	394	71
17	12	42	98	151	346	.....	.....	53	443	68
18	61	101	202	277	613	2	.....	144	848	68
19	33	42	101	124	346	.....	.....	127	443	69
20	33	54	100	117	347	.....	.....	100	438	68
21	25	33	74	86	236	.....	12	45	285	63
22	13	34	53	82	392	7	.....	.....	420	71
23	19	38	73	97	244	.....	.....	52	268	57
24	30	39	94	109	128	.....	.....	74	226	57
25	6	22	33	86	201	.....	.....	20	253	74
26	49	69	187	155	172	.....	.....	181	317	50
27	34	73	181	288	930	.....	.....	150	1,073	71
28	33	52	110	133	419	.....	.....	65	522	69
29	21	51	119	179	386	.....	.....	.....	516	68
30	12	22	43	40	81	.....	.....	8	79	40
31	46	87	126	154	217	.....	.....	59	347	55
32	13	26	57	80	245	.....	.....	.....	296	70
33	23	59	151	162	380	.....	.....	139	517	67
34	17	40	98	150	230	.....	.....	.....	336	63
35	31	52	94	142	240	.....	.....	76	354	64
36	15	52	138	182	671	.....	.....	63	804	76
37	30	38	103	124	325	.....	.....	92	451	73
38	4	18	20	89	82	.....	.....	38	100	47
39	9	8	37	32	37	.....	.....	7	74	60
40	10	35	72	84	226	.....	.....	55	295	69
41	28	69	136	117	323	.....	.....	137	424	63
42	10	25	63	65	229	.....	1	27	266	68
43	8	17	73	96	327	.....	3	5	376	72
44	24	35	93	103	299	.....	.....	59	382	69
45	18	55	106	136	356	.....	.....	85	463	69
46	12	25	62	87	211	.....	.....	22	278	70
47	20	32	76	87	71	.....	.....	75	152	54
48	14	39	110	158	322	.....	.....	62	450	70
49	16	38	80	110	176	.....	.....	18	257	61
50	28	52	89	105	172	.....	.....	89	262	59
51	9	23	59	77	159	.....	4	9	225	69
52	31	29	99	138	257	.....	.....	57	366	66
53	50	104	175	215	591	.....	.....	95	756	67
54	25	61	107	164	445	.....	.....	83	560	70
55	45	106	174	292	829	.....	.....	110	1,002	69
56	24	38	76	69	305	.....	.....	19	341	67
57	9	19	54	70	178	.....	.....	67	205	63
58	5	35	112	116	324	.....	.....	.....	434	72
59	56	78	137	147	291	.....	.....	89	415	59
60	36	50	89	128	347	.....	.....	17	489	72

I.—TABLE A.—The

Towns.	School Population.—Pupils						
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
61 Penetanguishene	575		305		305	140	165
62 Perth	985		605		605	295	310
63 Peterborough	2,990		1 731		1,731	873	858
64 Petrolea	1,375		1,125		1,125	562	563
65 Picton	937	2	631		633	334	299
66 Port Arthur	927		466		466	234	232
67 Port Hope	1,004		896		896	432	464
68 Prescott	684		361		361	168	193
69 Rat Portage	928		787		787	425	362
70 Renfrew	814		448		448	217	231
71 Ridgetown	699		547		547	270	277
72 Sandwich	432	3	288		291	141	150
73 Sarnia	1,932		1,803		1,803	680	623
74 Sault Ste. Marie	899		814		814	400	414
75 Seaforth	758		525		525	268	257
76 Simcoe	767		529		529	290	239
77 Smith's Falls	1,115		911		911	467	444
78 Stayner	590		355		355	176	179
79 Sturgeon Falls	145	2	75		77	50	27
80 St. Mary's	897		826		826	399	427
81 Strathroy	732		596	1	597	292	305
82 Sudbury	447		194		194	90	104
83 Thessalon	235		258	1	259	126	133
84 Thornbury	355		232		232	129	103
85 Thorold	596		357		357	198	159
86 Tilsonburg	496		448		448	217	231
87 Toronto Junction	1,645		1,609		1,609	833	776
88 Trenton	1,300		674		674	327	347
89 Uxbridge	595		448		448	221	227
90 Vankleekhill	795	4	228		232	124	108
91 Walkerton	898		551		551	268	283
92 Walkerville	368		235		235	126	109
93 Wallaceburg	937		666		666	333	333
94 Waterloo	986		635		635	309	326
95 Welland	450		412		412	219	193
96 Whitby	847		501		501	279	222
97 Wiarton	701		584		584	307	277
98 Wingham	685		570		570	290	280
99 Woodstock	1,885		1,766		1,776	837	929
Total	88,417	34	61,944	8	61,986	31,440	30,546
Totals.							
Counties, etc	387,360	1,282	310,346	236	311,814	164,527	147,287
Cities	114,278	3	67,352	2	67,357	34,368	32,989
Towns	88,417	34	61,944	8	61,986	31,440	30,546
Grand total, 1897	590,055	1,239	439,642	246	441,157	230,335	210,822
" 1896	591,717	1,334	439,459	309	441,102	230,691	210,411
Increase			183		55		411
Decrease	1,663	65		63		356	
Percentage		.28	99.66	.6		52	.48

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inc. who did not attend any school during the year.	No. of children 8 to 14 (inc. who did not attend any school for 100 days during the year.	Average attendance of pupils	Percentage of average to total attendance.
61	43	45	52	63	102	.....	.....	.....	147	48
62	23	34	89	115	344	.....	.....	60	427	70
63	49	123	258	361	940	.....	.....	103	1,209	70
64	36	62	152	223	652	.....	.....	61	771	69
65	26	55	120	175	257	.....	.....	68	388	61
66	17	48	76	97	228	.....	.....	43	309	66
67	24	52	130	189	501	.....	.....	49	629	70
68	14	27	51	71	198	.....	17	9	273	76
69	54	106	199	181	247	.....	.....	118	472	60
70	24	31	83	106	204	.....	.....	49	281	64
71	30	44	90	122	261	.....	.....	88	352	64
72	17	31	81	76	86	.....	20	43	157	55
73	54	112	208	251	678	.....	.....	58	866	67
74	83	121	179	184	247	.....	.....	96	435	54
75	10	30	90	123	272	.....	.....	44	362	69
76	39	46	97	156	191	.....	6	68	308	58
77	47	69	144	190	461	.....	.....	133	596	66
78	20	35	125	96	79	.....	.....	69	225	64
79	7	8	20	16	26	.....	.....	.....	42	55
80	30	66	358	304	68	.....	.....	49	394	48
81	20	45	93	134	305	.....	.....	19	398	67
82	14	26	38	37	79	.....	2	30	113	58
83	28	47	62	60	62	.....	.....	72	127	50
84	7	32	43	49	101	.....	.....	34	148	64
85	10	35	43	101	168	.....	.....	12	222	62
86	15	36	74	114	209	.....	.....	18	299	68
87	129	205	352	342	581	.....	.....	444	900	56
88	41	69	112	149	303	.....	.....	60	419	62
89	21	33	53	104	237	.....	.....	89	318	71
90	15	12	30	57	118	.....	.....	28	152	66
91	14	35	69	102	331	.....	.....	12	390	73
92	7	15	30	55	128	.....	.....	23	166	71
93	33	62	130	141	300	.....	20	97	415	63
94	15	45	59	124	392	.....	.....	31	468	74
95	18	34	89	86	185	.....	.....	52	259	63
96	21	30	83	113	254	.....	.....	.....	345	69
97	42	71	108	125	238	.....	.....	51	318	54
98	32	42	93	102	297	4	.....	41	378	66
99	44	101	247	338	1,036	.....	.....	.....	1,313	74
	2,664	5,010	10,592	13,271	30,436	13	85	6,239	40,570	66
1	27,796	45,526	69,075	72,070	89,186	8,161	2,135	58,618	157,882	51
2	1,986	4,189	10,480	12,483	38,213	6	23	3,934	50,096	74
3	2,264	5,010	10,592	13,271	30,436	13	85	6,239	40,570	66
4	32,446	54,725	90,147	97,824	157,835	8,180	2,243	68,791	248,548	56
5	32,595	56,005	90,166	99,683	153,154	9,499	2,711	70,209	246,724	56
6	.....	.....	.....	.....	4,681	.....	.....	.....	1,824	.....
7	149	1,280	19	1,859	.....	1,319	468	1,418	.....	.....
8	7	12	21	22	36	2	.....	.....	.....	.....

II.—TABLE B.—

Number of pupils in

Counties. (Including incorporated villages, but not cities or towns.)	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	612	440	627	789	653	208	3,329	3,329	3,329
2 Bruce	2,230	1,916	2,220	2,776	2,679	779	12,404	12,497	12,196
3 Carleton	1,574	1,009	1,449	1,318	1,180	300	6,436	6,651	6,159
4 Dufferin	1,115	719	825	1,103	1,032	332	4,946	5,032	4,857
5 Dundas	1,233	771	950	823	754	239	4,677	4,738	4,577
6 Durham	945	750	1,216	1,049	1,015	292	5,269	5,269	5,269
7 Elgin	1,373	918	1,303	1,327	1,274	515	6,575	6,639	6,294
8 Essex	2,594	1,502	1,702	1,541	1,121	200	8,386	8,510	7,963
9 Frontenac	1,550	866	943	1,337	1,254	221	5,508	5,840	5,084
10 Glengarry	1,263	714	928	741	579	108	4,310	4,331	4,178
11 Grey	3,522	2,226	3,048	3,065	2,308	493	14,144	14 426	12,290
12 Haldimand	929	707	1,044	963	1,097	223	4,767	4,882	4,354
13 Haliburton and N. E. Muskoka	1,066	716	768	800	522	57	3,574	3,510	3,245
14 Halton	888	600	624	751	768	251	3,882	3,882	3,882
15 Hastings	2,581	1,838	1,736	1,634	1,227	255	9,085	9,209	8,782
16 Huron	2,122	1,626	2,265	2,804	2,671	927	10,970	12,113	11,519
17 Kent	2,322	1,415	1,744	1,477	1,549	536	8,621	8,707	8,447
18 Lambton	2,436	1,766	1,688	1,944	1,806	618	10,092	10,199	9,876
19 Lanark	1,319	821	977	952	683	162	4,914	4,914	4,914
20 Leeds and Grenville	2,182	1,392	1,984	2,105	2,182	380	9,552	9,843	9,313
21 Lennox & Addington	962	608	903	1,123	1,018	228	4,842	4,842	4,482
22 Lincoln	854	509	723	885	1,065	77	3,965	4,002	3,800
23 Middlesex	1,938	1,643	1,828	2,336	2,381	744	10,737	10,752	10,626
24 Norfolk	1,465	848	1,228	1,204	1,585	297	6,440	6,503	6 237
25 Northumberland	1,134	976	1,423	1,533	1,451	281	6,617	6,718	6,208
26 Ontario	1,532	1,153	1,391	1,777	1,950	408	7,949	7,814	7,322
27 Oxford	1,490	1,167	1,352	1,577	1,610	566	7,643	7,668	7,315
28 Peel	979	754	802	939	957	266	4,576	4,563	4,404
29 Perth	1,331	961	1,296	1,895	1,339	520	6,945	7,15[illegible]	6,090
30 Peterborough	1,415	897	1,034	1,209	1,032	169	5,360	5,511	4,869
31 Prescott and Russell	2,030	961	1,089	908	714	185	5,581	5,649	5,373
32 Prince Edward	515	392	578	622	887	255	3,214	3,214	3,185
33 Renfrew	2,107	1,263	1,488	1,402	1,349	308	7,165	7,643	6,002
34 Simcoe & W. Musk'ka	3,782	2,618	3,164	3,189	2,784	1,003	15,966	16,226	15,973
35 Stormont	1,101	622	1,068	753	643	148	4,300	4,270	3,947
36 Victoria & S. E. Mus.	1,508	1,087	1,427	1,509	1,459	358	7,068	7,115	6,639
37 Waterloo	1,540	1,161	1,729	1,577	979	235	6,169	6,934	6,711
38 Welland	1,166	768	923	1,168	1,268	337	5,508	5,566	5,500
39 Wellington	1,836	1,391	1,784	1,955	1,943	511	8,936	9,207	8,465
40 Wentworth	1,018	665	919	1,329	1,070	329	5,119	5,208	4,925
41 York	2,809	1,916	2,365	2,553	2,164	459	11,981	11,038	10,805
42 Districts	3,701	1,971	2,414	2,323	1,589	302	10,211	10,655	10,208
Total	70,069	47,038	58,969	63,065	57,591	15,082	297,733	302,869	285,550
Cities.									
1 Belleville	429	282	283	298	358		1,650	1,650	1,650
2 Brantford	567	323	455	778	417	61	2,601	2,601	2,601
3 Chatham	552	435	272	313	304		1,876	1,876	1,876
4 Guelph	385	190	240	516	398	131	1,860	1,860	1,713
5 Hamilton	2,184	1,192	1,219	2,262	1,636	443	8,281	8,936	8,936
6 Kingston	640	329	375	705	562	57	2,668	2,668	2,668
7 London	1,164	849	1,236	1,313	1,274		5,836	5,836	5,836
8 Ottawa	1,097	636	656	1,108	1,178	224	4,899	4,899	4,899
9 St. Catharines	410	257	264	362	278		1,571	1,571	1,571
10 St. Thomas	591	263	484	420	382		2,140	2,140	2,140
11 Stratford	318	256	256	353	480		1,663	1,663	1,663
12 Toronto	5,343	3,552	6,636	6,538	5,170	2,151	29,271	29,271	28,189
13 Windsor	739	507	351	412	258		2,267	2,267	2,267
Total	14,419	9,071	12,727	15,378	12,695	3,067	66,585	67,238	66,009

he Public Schools.

e different branches of instruction.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
3,329	1,590	2,276	881	1,650	1,258	2,515	209	192	192	82	29	25
8,653	4,372	8,028	3,236	5,603	6,101	3,615	557	538	530	31	109	12
4,404	1,774	4,243	1,602	1,999	1,928	1,924	329	308	291	46	33	5
3,392	2,720	3,318	1,561	2,146	2,406	3,479	274	310	307	15	85	269
3,660	2,007	3,119	1,046	1,250	1,533	2,487	193	228	225	4	45	82
3,574	812	2,817	970	1,292	1,529	1,158	260	283	278	41	54	1
4,937	2,540	5,089	2,006	3,113	4,092	3,302	542	477	469	151	82	70
5,642	2,092	5,052	1,556	2,779	5,577	3,589	702	204	202	17	47	166
3,772	1,517	3,036	1,560	2,101	1,590	2,628	174	171	15	26	2	.....
2,690	942	2,504	735	988	1,199	1,604	116	117	...	...	7	6
10,167	5,820	8,759	2,982	5,423	8,673	7,084	449	459	446	150	76	231
3,613	2,381	3,457	1,473	1,756	2,056	2,805	319	193	186	11	282	.....
2,369	1,007	2,292	694	973	793	1,315	59	61	57	76	2	5
2,705	1,865	2,661	1,116	1,623	1,608	2,172	246	232	215	36	3	....
5,457	4,242	5,269	1,470	2,870	5,029	6,181	1,107	238	218	30	20	35
9,297	5,059	8,212	4,235	5,794	4,575	3,930	902	956	934	115	216	99
6,190	3,657	5,495	2,404	2,876	3,578	3,624	554	528	508	40	77	50
6,590	4,937	6,864	2,600	4,117	4,807	6,402	548	572	561	29	62	68
2,915	953	2,772	979	1,462	1,497	3,300	140	162	162	.....	24	.....
6,840	1,806	6,482	2,720	3,527	3,277	2,990	340	338	334	22	31	43
3,461	1,109	3,346	1,709	1,929	2,369	2,004	326	206	205	8	23	10
3,003	1,158	2,671	1,207	1,657	1,533	1,855	116	76	64	41	.....	19
9,336	6,185	8,959	3,826	4,332	6,372	6,093	765	679	660	43	32	98
4,844	2,893	4,048	1,986	2,402	2,455	3,705	352	272	271	24	45	6
5,303	3,147	4,725	1,558	2,104	2,212	2,647	406	262	264	10	36	.....
5,288	2,957	5,255	2,584	3,326	2,512	2,768	438	376	368	54	35	1
5,426	2,864	5,285	2,416	3,004	3,497	3,061	539	539	491	196	172	.....
3,189	1,321	2,696	1,314	2,041	1,601	2,563	284	264	264	1	45	.....
4,597	1,879	4,264	1,925	2,719	2,072	1,965	241	243	236	4	12	5
4,021	1,235	3,685	1,860	1,939	2,210	3,077	151	161	117	137	81	117
3,211	1,818	3,312	987	1,307	1,488	3,560	274	199	191	50	52	6
2,619	1,138	2,403	1,153	1,390	1,910	1,520	270	231	230	160	107	15
4,348	768	4,181	1,829	2,431	2,279	836	311	276	273	42	23	.....
11,033	7,870	9,890	4,462	6,556	5,225	11,238	1,139	983	972	61	211	444
2,959	916	2,603	819	883	1,285	1,536	140	134	134	37	47	....
5,038	2,467	4,228	1,808	2,161	2,126	2,688	362	346	325	120	65	35
5,007	4,557	4,496	1,036	2,061	2,096	2,764	254	240	236	23	22	.....
4,222	1,591	4,053	1,798	2,432	2,439	1,565	362	315	301	15	43	.....
6,275	3,288	5 344	2,540	4,091	3,142	3,269	477	450	431	13	54	.....
3,751	1,759	3,562	1,583	2,257	1,505	1,582	313	278	272	77	17	272
9,288	5,035	9,077	2,871	3,731	3,520	5,274	431	388	364	77	48	.....
6,535	2,445	6,010	2,368	3,487	3,360	4.196	334	285	302	27	50	4
212,950	110,493	195,838	78,965	111,582	120,309	135,870	16,305	13,770	13,104	2,142	2,506	2,189
939	1,650	1,105	358	656	656	1,650	...	..	.....	.....	.....	.....
2,601	2,601	1,693	478	1,130	2,601	2,601	61	61	61	.....	.....	.....
1,052	1,876	720	475	617	475	1,876	126	.....	.....	.....	.....	.....
1,231	1,183	1,690	398	914	881	1,730	131	...	.....	.....	.....	.....
6,392	8,825	6,752	2,185	2,824	6,650	8,936	442	415	415	1,276	109	.....
1,979	2,160	2,179	619	940	1,162	2,668	79	.....	.....	.....	.....	.....
5,836	5,836	2,744	974	2,158	5,836	5,836	.....	.....	.....	.....	.....	.....
2,510	2,957	2,510	2,402	2,402	4,899	4,899	224	224	224	93	.....	.....
11,161	.....	1,161	278	437	437	1,565	4	.....	.....	.....	.....	.....
1,286	1,286	1,286	382	802	1,286	2,140	.....	.....	.....	.....	.....	.....
1,663	1,663	1,089	480	644	911	1,663	.....	.....	.....	.....	.....	.....
28,806	27,812	28,372	5,320	7,570	17,074	28,705	4,178	2,151	2,111	1,294	967	.....
1,194	1,143	1,089	258	670	2,267	2,027	.....	.....	.....	.....	.....	.....
56,650	58,992	52,390	14,607	21,764	45,135	66,296	5,245	2,851	2,811	2,663	1,076	.....

II.—TABLE B.—

Towns.	Number of pupils in Reading.								
	1st Reader, Part I.	1st Reader Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing
1 Alliston	84	45	53	62	47	55	346	346	346
2 Almonte	71	60	73	88	94	.....	386	386	320
3 Amherstburg	72	51	44	62	36	19	284	284	284
4 Arnprior	184	128	86	85	120	.....	603	603	603
5 Aurora	105	31	64	103	79	.....	382	382	382
6 Aylmer	65	72	104	111	131	.....	483	483	483
7 Barrie	324	185	304	243	253	64	1,373	1,347	1,373
8 Berlin	317	235	318	305	213	.....	1,388	1,388	1,388
9 Blenheim	105	65	116	56	49	65	456	456	456
10 Bothwell	68	39	45	45	21	26	244	244	244
11 Bowmanville	127	92	123	133	127	.....	602	602	602
12 Bracebridge	222	163	152	60	83	39	656	656	656
13 Brampton	128	77	105	155	124	.....	589	589	589
14 Brockville	369	202	359	301	220	.....	1,4 1	1,451	1,451
15 Carleton Place	274	138	144	163	174	.....	893	893	893
16 Clinton	114	100	81	153	108	....	556	556	556
17 Cobourg	103	79	126	165	176	.....	649	649	649
18 Collingwood	335	178	252	191	300	.....	1,256	1,256	1,256
19 Cornwall	166	121	120	113	126	.....	646	646	646
20 Deseronto	240	130	105	89	87	.....	576	576	576
21 Dresden	138	67	70	67	59	53	441	454	434
22 Dundas	202	111	51	117	100	.....	581	581	379
23 Durham	88	66	69	85	88	75	458	471	471
24 Essex	138	33	104	75	50	.....	400	400	400
25 Forest	72	55	71	72	78	.....	348	348	348
26 Fort William	248	151	88	70	75	.....	632	632	632
27 Galt	293	207	333	375	263	35	1,506	1,506	1,480
28 Gananoque	185	113	194	133	132	.....	757	757	757
29 Goderich	133	108	165	222	128	.....	756	756	756
30 Gore Bay	64	18	28	36	30	22	198	198	198
31 Gravenhurst	230	22	77	85	116	.....	630	630	564
32 Harriston	78	55	93	75	120	.....	415	415	415
33 Ingersoll	208	81	179	157	150	.....	775	775	775
34 Kincardine	123	58	95	166	93	.....	535	535	535
35 Leamington	197	57	81	108	116	.....	559	559	559
36 Lindsay	263	121	213	247	214	.....	1,058	1,000	1,058
37 Listowel	116	106	114	165	119	.....	620	504	504
38 Little Current	60	53	37	13	22	28	2 3	213	213
39 Mattawa	31	12	23	22	20	15	116	123	116
40 Meaford	102	59	111	93	62	.....	427	427	427
41 Midland	193	73	161	129	71	46	673	673	673
42 Milton	120	50	77	29	35	72	392	392	392
43 Mitchell	108	70	72	133	138	.....	521	521	521
44 Mount Forest	122	55	124	110	143	.....	554	554	554
45 Napanee	75	108	117	178	193	.....	671	671	671
46 Newmarket	76	68	89	90	74	.....	397	397	397
47 Niagara	41	32	64	70	79	.....	286	286	286
48 Niagara Falls	188	61	110	109	172	.....	643	643	455
49 North Bay	147	81	77	51	42	22	279	394	386
50 North Toronto	150	67	84	78	46	21	446	446	446
51 Oakville	81	74	72	40	60	.....	327	327	327
52 Orangeville	133	102	101	109	109	.....	554	554	554
53 Orillia	212	165	286	273	174	35	1,135	1,135	923
54 Oshawa	160	107	173	212	150	.....	802	802	802
55 Owen Sound	311	215	350	280	290	.....	1,446	1,446	1,446
56 Palmerston	131	59	64	75	123	60	512	512	512
57 Parkhill	69	28	77	97	59	.....	330	330	330
58 Paris	106	108	103	185	91	.....	592	592	592
59 Parry Sound	249	93	80	115	114	59	709	709	709

The Public Schools.

the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	346	346	346	164	164	346	262	55	55	55	.....	55	.....
2	288	.....	263	94	141	94	160	.....	.....	.....	.....	.....	.....
3	161	51	224	55	117	206	157	19	19	19	.....	19	.....
4	261	603	603	120	227	603	603	.....	.....	.....	.....	.....	.....
5	382	303	382	79	215	277	303	.....	.....	.....	.....	.....	.....
6	346	241	346	135	242	242	137	.....	.....	.....	.....	.....	.....
7	935	1,229	1,110	544	560	714	1,362	703	64	64	.....	.....	.....
8	836	836	518	134	469	213	1,388	.....	.....	.....	.....	.....	.....
9	286	456	391	88	170	224	456	65	65	65	.....	.....	.....
10	244	47	154	41	47	92	47	27	26	26	.....	.....	.....
11	381	356	381	127	260	395	542	.....	.....	.....	.....	.....	.....
12	535	315	535	43	43	343	330	43	37	37	17	.....	.....
13	441	589	441	124	174	222	589	.....	.....	.....	.....	.....	.....
14	1,451	369	1,082	521	521	521	1,451	.....	.....	.....	.....	.....	.....
15	893	.....	434	174	263	174	893	.....	.....	.....	.....	.....	.....
16	442	556	261	91	203	91	556	.....	.....	.....	.....	.....	.....
17	467	.....	467	176	341	341	.....	.....	.....	.....	.....	.....	.....
18	882	856	761	505	505	1,055	988	.....	.....	.....	.....	.....	.....
19	646	646	646	126	183	646	646	.....	.....	.....	.....	.....	.....
20	281	410	327	87	176	244	380	.....	.....	.....	172	.....	.....
21	272	359	292	95	179	159	.....	33	53	53	.....	26	.....
22	379	581	379	61	217	217	581	.....	.....	.....	.....	.....	.....
23	383	239	344	163	248	282	471	40	75	75	40	35	.....
24	241	400	307	50	125	307	400	81	.....	.....	.....	.....	.....
25	221	348	348	78	150	150	270	.....	.....	.....	.....	.....	.....
26	326	514	632	24	145	281	403	3	.....	.....	.....	.....	.....
27	1,182	411	1,062	229	694	1,187	.....	59	39	39	.....	.....	.....
28	572	394	757	132	265	459	240	.....	.....	.....	.....	.....	.....
29	515	756	350	228	350	128	.....	.....	.....	.....	.....	.....	.....
30	134	64	134	73	73	73	.....	21	34	34	13	27	.....
31	372	....	417	116	201	.....	342	.....	.....	.....	.....	.....	.....
32	337	264	337	120	225	225	303	.....	.....	.....	.....	.....	.....
33	775	775	775	150	263	775	775	.....	.....	.....	.....	.....	.....
34	456	.....	527	93	170	327	.....	58	.....	.....	.....	.....	.....
35	559	559	305	116	224	559	57	.....	.....	.....	.....	.....	.....
36	674	363	795	214	325	152	381	.....	.....	.....	.....	.....	.....
37	398	620	398	285	285	398	.....	.....	.....	.....	.....	.....	.....
38	120	70	60	50	60	50	120	20	20	20	8	15	.....
39	116	.....	128	46	65	58	123	8	15	15	.....	8	.....
40	427	427	427	62	205	427	427	.....	.....	.....	.....	.....	.....
41	673	673	673	246	246	673	673	46	46	46	.....	8	.....
42	392	392	392	109	136	392	392	94	72	72	.....	56	.....
43	413	.....	343	128	128	128	.....	.....	.....	.....	.....	.....	.....
44	377	....	432	206	206	554	.....	.....	.....	.....	.....	.....	.....
45	671	671	671	193	385	488	671	.....	.....	.....	.....	.....	.....
46	253	323	253	74	74	74	76	.....	.....	.....	.....	.....	.....
47	286	143	245	79	149	149	70	.....	.....	.....	.....	.....	.....
48	455	.....	391	95	281	281	.....	.....	.....	.....	.....	.....	.....
49	386	350	394	68	115	252	152	22	30	30	.....	8	.....
50	446	446	446	67	145	96	446	21	21	21	.....	.....	.....
51	143	227	195	60	100	143	184	.....	.....	.....	.....	.....	.....
52	368	554	554	109	218	319	554	.....	.....	.....	.....	.....	.....
53	923	.....	923	482	482	482	.....	61	35	35	.....	.....	.....
54	484	.....	428	150	293	293	.....	.....	.....	.....	.....	.....	.....
55	920	1,446	920	290	570	570	1,446	.....	.....	.....	.....	.....	.....
56	381	329	429	183	258	183	.....	60	60	60	.....	17	.....
57	330	209	330	59	115	59	59	.....	.....	.....	.....	.....	.....
58	378	452	276	91	199	592	.....	.....	.....	.....	.....	.....	.....
59	368	288	368	178	285	354	650	59	59	59	.....	59	.....

II.—TABLE B.—

Towns.	Number of pupils in Reading.								
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
60 Pembroke	190	88	94	113	165	.....	650	650	650
61 Penetanguishene	138	100	32	35	.....	.....	305	305	67
62 Perth	104	90	137	139	135	.....	605	605	605
63 Peterborough	458	320	280	341	332	.....	1 781	1,741	1,731
64 Petrolea	302	174	156	243	250	.....	1,125	1,125	1,125
65 Picton	147	96	84	158	148	.....	633	633	633
66 Port Arthur	202	65	54	57	88	...	466	466	466
67 Port Hope	214	127	214	166	175	.....	896	896	896
68 Prescott	71	74	62	43	111	.. ..	361	361	361
69 Rat Portage	268	155	131	123	56	54	787	787	787
70 Renfrew	115	48	82	54	149	.....	448	448	448
71 Ridgetown	132	59	97	112	147	.....	547	547	547
72 Sandwich	68	46	74	62	41	.....	291	291	291
73 Sarnia	333	188	283	228	321	.....	1,303	1,303	1,303
74 Sault Ste. Marie	333	103	111	122	90	55	759	814	811
75 Seaforth	90	59	62	111	155	48	525	525	525
76 Simcoe	85	69	121	118	136	.....	529	529	529
77 Smith's Falls	283	129	175	166	158	.....	911	911	911
78 Stayner	110	32	62	59	33	59	355	355	326
79 Sturgeon Falls	33	8	14	16	4	2	77	77	77
80 St. Mary's	97	139	156	269	165	.....	826	826	754
81 Strathroy	154	78	96	127	142	.....	597	597	597
82 Sudbury	53	22	34	25	42	18	194	194	189
83 Thessalon	84	33	37	56	32	17	259	259	252
84 Thornbury	52	27	35	47	51	20	232	232	233
85 Thorold	64	61	59	76	78	19	338	338	338
86 Tilsonburg	70	58	93	98	129	.....	448	448	448
87 Toronto Junction	474	266	314	319	236	.....	1,609	1,609	1,562
88 Trenton	139	179	149	121	86	.....	674	674	674
89 Uxbridge	88	91	94	112	63	.....	448	448	448
90 Vankleekhill	60	21	37	38	76	.....	232	232	232
91 Walkerton	136	73	112	115	115	.....	551	551	551
92 Walkerville	62	32	41	66	34	.....	235	235	235
93 Wallaceburg	168	116	147	111	45	79	666	666	666
94 Waterloo	118	71	143	196	107	.....	574	635	574
95 Welland	113	69	81	99	50	.....	412	412	412
96 Whitby	112	53	83	107	146	.....	501	501	501
97 Wiarton	152	131	83	119	99	.....	584	584	584
98 Wingham	109	87	93	131	69	81	570	570	570
99 Woodstock	493	274	315	372	312	.....	1,766	1,766	1,766
Total	15,587	9,373	11,727	12,499	11,537	1,263	61,483	61,597	60,423
1 Counties, etc	70,069	47,038	58,969	63,065	57,591	15,082	297,733	302,869	285,550
2 Cities	14,419	9,071	12,727	15,378	12,695	3,067	66,585	67,238	66,009
3 Towns	15,587	9,373	11,727	12,499	11,537	1,263	61,483	61,597	60,423
4 Grand total, 1897	100,075	65,482	83,423	90,942	81,823	19,412	425,801	431,704	411,982
5 " 1896	100,605	65,371	84,048	91,527	82,170	17,381	424,828	431,786	411,218
6 Increase	.....	111	.....	.....	.....	2,031	973	.....	764
7 Decrease	530	.....	625	585	347	.....	.....	82	.....
8 Percentage	23	15	19	21	18	4	96	98	98

the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
60	460	650	372	165	278	278	650	.....	.....	.....	.....	.....	.....
61	67	200	167	.....	35	....	.....	.....	.....	.....	.....	.....	.....
62	411	....	343	135	200	135	605	.....	.....	.....	.....	.....	.....
63	953	.....	1,731	237	673	673	1,184	.....	.....	.....	.....	.....	.....
64	649	962	1,125	346	474	649	1,125	113	113	.....	.....	.....	.....
65	469	576	469	148	280	516	415	.....	.....	.....	.....	.....	.....
66	299	.....	233	65	145	.....	.....	.....	.....	.....	.....	.....	.....
67	615	538	615	175	259	341	353	.....	.....	.....	.....	.....	.....
68	216	.....	216	111	111	154	....	.....	.....	.....	.....	.....	.....
69	372	787	415	144	233	360	787	40	54	54	36	15	.....
70	316	195	253	149	203	253	.....	.....	.....	.....	.....	.....	.....
71	4'5	400	415	205	205	205	400	....	.....	.....	.....	.....	.....
72	221	165	198	41	48	50	.....	.....	.....	.....	.....	.....	.....
73	885	1,020	1,251	423	549	1,136	1,200	....	1	2	.....	.....	.....
74	454	514	378	145	267	373	609	52	55	55	2	22	.....
75	525	359	390	105	203	203	216	48	46	46	.....	.....	.....
76	444	303	254	136	137	254	529	.....	.....	.....	.....	.....	.....
77	911	911	911	158	230	911	911	.....	.....	.....	.....	.....	.....
78	325	355	355	92	151	325	355	34	59	59	.....	25	.....
79	37	.....	37	6	22	2	....	2	2	2	.....	.....	.....
80	590	169	590	165	434	85	203	.....	.....	.....	.....	.....	.....
81	365	597	365	76	269	597	597	.....	.....	.....	.....	.....	.....
82	119	.....	141	60	119	60	.....	13	18	18	.....	5	.....
83	142	259	142	49	98	98	93	17	14	14	49	7	.....
84	232	232	232	71	118	232	232	19	19	19	19	19	.....
85	292	.....	293	78	154	213	113	.....	.....	.....	.....	.....	.....
86	271	448	187	183	129	271	448	.....	.....	.....	.....	.....	.....
87	957	1,552	957	236	519	236	1,552	.....	.....	.....	.....	.....	.....
88	356	91	327	86	207	166	151	.....	.....	.....	.....	.....	.....
89	294	448	448	63	175	294	385	.....	.....	.....	.....	.....	.....
90	172	232	232	114	114	232	232	76	.....	.....	.....	.....	.....
91	551	306	230	81	230	551	551	.....	.....	.....	.....	.....	.....
92	173	62	235	34	100	235	235	.....	.....	.....	.....	.....	.....
93	494	666	666	124	179	142	666	45	76	76	.....	40	.....
94	458	55	308	107	191	120	118	.....	.....	.....	.....	.....	.....
95	412	412	306	50	139	412	412	.....	.....	.....	.....	.....	.....
96	501	501	314	199	275	501	501	.....	.....	.....	.....	.....	.....
97	301	326	218	99	218	218	186	.....	.....	.....	.....	.....	.....
98	381	381	381	150	213	113	....	81	81	81	.....	52	.....
99	1,293	1,766	684	312	684	839	1,766	.....	.....	.....	.....	.....	.....
	45,118	38,593	42,488	13,998	23,147	31,772	39,316	2,118	1,363	1,251	356	518	.....
1	212,950	110,493	195,838	78,965	111,582	120,309	135,870	16,305	13,770	13,104	2,142	2,506	2,189
2	56,650	58,992	52,390	14,607	21,764	45,135	66,296	5,245	2,851	2,811	2,663	1,076	.....
3	45,118	38,593	42,488	13,998	23,147	31,772	39,316	2,118	1,363	1,251	356	518	.....
4	314,718	208,078	290,716	107,570	156,493	197,216	241,482	23,668	17,984	17,166	5,161	4,100	2,189
5	309,431	196,693	285,028	105,543	152,891	187,917	235,122	23,893	16,209	15,500	6,996	3,484	3,560
6	5,287	11,385	5,688	2,027	3,602	9,299	6,360	....	1,775	1,666	.....	616	.....
7	.....	.....	.....	.....	.....	.....	.....	225	.....	.....	1,835	.....	1,371
8	71	47	66	24	35	44	55	5	4	4	1	1	½

III.—TABLE C—The

Public School

Counties. (Including incorporated villages, but not cities or towns.)	Total number.			Average salaries.		
	Public school teachers.	Male.	Female.	Highest salary paid	Average salary male teacher.	Average salary female teacher.
				$	$	$
1 Brant	69	22	47	550	395	306
2 Bruce	214	97	117	725	337	244
3 Carleton	130	57	73	600	352	264
4 Dufferin	97	28	69	600	322	272
5 Dundas	105	43	62	700	330	251
6 Durham	115	49	66	550	340	269
7 Elgin	130	47	83	525	374	272
8 Essex	139	59	80	650	380	284
9 Frontenac	150	39	111	450	262	220
10 Glengarry	83	25	58	550	310	245
11 Grey	238	93	145	590	327	252
12 Haldimand	100	40	60	700	357	269
13 Haliburton and N. E. Muskoka	105	20	85	475	270	198
14 Halton	76	32	44	600	375	287
15 Hastings	201	67	134	700	348	256
16 Huron	220	120	100	700	362	255
17 Kent	146	58	88	600	373	288
18 Lambton	195	65	130	600	351	260
19 Lanark	131	30	101	600	292	221
20 Leeds and Grenville	257	68	189	700	297	236
21 Lennox and Addington	125	42	83	600	291	228
22 Lincoln	83	40	43	625	384	276
23 Middlesex	212	94	118	700	342	276
24 Norfolk	120	53	67	600	338	256
25 Northumberland	129	58	71	700	343	248
26 Ontario	140	65	75	800	350	273
27 Oxford	132	80	52	700	396	269
28 Peel	88	39	49	600	333	287
29 Perth	118	60	58	550	370	278
30 Peterborough	115	47	68	650	316	244
31 Prescott and Russell	113	28	85	*1,200	348	227
32 Prince Edward	83	39	44	550	313	250
33 Renfrew	148	30	118	500	282	208
34 Simcoe and W. Muskoka	270	124	146	750	341	260
35 Stormont	84	26	58	525	326	237
36 Victoria and S. E. Muskoka	154	58	96	575	333	236
37 Waterloo	134	64	70	750	411	273
38 Welland	104	29	75	700	386	277
39 Wellington	165	90	75	650	371	265
40 Wentworth	94	49	45	500	393	272
41 York	204	94	110	800	396	286
42 Districts	284	100	184	700	294	228
Total	6,000	2,368	3 632	800	347	254

*Plantagenet

Public Schools.

Teachers.

	Attended a Normal School	Certificates.							
	No. of teachers who have attended a Normal School.	Total number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class Old County Board.	2nd Class Old County Board.	3rd Class.	Temporary Certificates.	Other Certificates.
1	36	69	4	33	.....	.....	32	.....	.....
2	45	214	4	40	.....	.....	170	.....	.....
3	28	130	1	27	1	.....	98	3	.....
4	25	97	2	23	.....	.....	72	.....	.....
5	25	105	1	24	1	.....	79	.....	.....
6	41	115	3	38	.....	2	72	.....	.....
7	44	130	5	41	.....	1	83	.....	.....
8	32	139	1	38	1	.....	81	18	.....
9	14	150	1	15	1	1	128	4	.....
10	16	88	2	14	.....	.....	65	2	.....
11	55	238	1	61	2	1	173	.....	.....
12	31	100	3	29	1	.....	67	.....	.....
13	7	105	.....	12	.....	.....	86	7	.....
14	24	76	.....	24	1	.....	51	.....	.....
15	49	201	2	47	.....	.....	152	.....	.....
16	85	220	1	85	.....	.....	134	.....	.....
17	39	146	.....	40	1	.....	105	.....	.....
18	76	195	.....	77	.....	.....	118	.....	.....
19	16	131	.....	16	1	.....	105	9	.....
20	49	257	5	42	.....	.....	210	.....	.....
21	19	125	3	16	.....	1	103	2	.....
22	34	83	5	31	1	.....	46	.....	.....
23	87	212	1	89	.....	.....	122	.....	.....
24	37	120	6	34	.....	3	77	.....	.....
25	43	129	1	44	.....	2	81	1	.....
26	45	140	5	48	1	.....	86	.....	.....
27	54	132	2	55	.....	.....	75	.....	.....
28	36	88	1	35	.....	.....	52	.....	.....
29	55	118	6	52	.....	.....	60	.....	.....
30	31	115	3	32	.....	.....	80	.....	.....
31	14	113	3	11	.....	1	97	1	.....
32	19	83	.....	19	.....	.....	64	.....	.....
33	4	148	.....	4	.....	.....	144	.....	.....
34	74	270	3	74	.....	1	191	1	.....
35	24	84	2	24	.....	1	57	.....	.....
36	29	154	.....	29	.....	.....	124	1	.....
37	67	134	1	68	.....	.....	63	2	.....
38	35	104	3	30	6	.....	65	.....	.....
39	61	165	4	65	1	.....	94	1	.....
40	37	94	3	35	3	.....	53	.....	.....
41	102	204	1	107	1	.....	95	.....	.....
42	26	284	10	81	.....	.....	190	3	.....
	1,670	6,000	99	1,709	23	14	4,100	55	.....

training school.

III.—TABLE C.—The

Totals.	Public					
	Total number.			Average salaries.		
	Public school teachers.	Male.	Female	Highest salary paid.	Average salary male teacher.	Average salary female teacher.
				$	$	$
1 Counties, etc	6,000	2,368	3,632	800	347	254
2 Cities	1,351	135	1,216	1,500	892	425
3 Towns	1,025	187	838	1,000	621	306
4 Grand total, 1897	8,376	2,690	5,686	1,500	391	294
5 " 1896	8,254	2,726	5,528	1,500	400	291
6 Increase	122	.....	158	.....	.....	3
7 Decrease	.....	36	.....	.....	9	.....
8 Percentage	.....	32	68	.....	.....	.....

Public Schools.

school teachers.

	Attended a Normal School	Certificates.							
	No. of teachers who have attended a Normal School.	Total number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class Old County Board.	2nd Class Old County Board.	3rd Class.	Temporary Certificates.	Other Certificates.
1	1,670	6,000	99	1,709	23	14	4,100	55	....
2	1,054	1,351	163	927	15	7	46	.....	193
3	755	1,025	75	700	15	11	199	.....	25
4	3,479	8,376	337	3,336	53	32	4,345	55	218
5	3,409	8,254	294	3,276	66	36	4,324	76	182
6	70	122	43	60	.....	.....	21	.....	36
7	.....	.....	.....	.....	13	4	.....	21	.....
8	42	....	4	40	½	.. ..	52	½	3

IV.—TABLE D.—The

Totals.	Schools open.	School Houses.					School		
	Number of schools open.	Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc	5,279	1,977	527	2,438	387	5,329	10,201	10,646	3,511
2 Cities	172	148	17	7	.....	172	2,897	2,314	684
3 Towns	218	157	26	35	...	218	1,816	2,001	519
4 Grand total, 1897	5,669	2,282	570	2,480	387	5,719	14,914	14,961	4,714
5 " 1896	5,657	2,268	571	2,466	398	5,705	14,998	15,001	4,632
6 Increase	12	14	.....	14	.....	14	.....	.....	82
7 Decrease	.....	.....	1	.....	11	...	84	40	.....
8 Percentage	.. ...	40	10	43	7	... ..	18	18	6

Public Schools.

visits.			Maps, Globes.		Examinations, Prizes.		Lectures.			Trees.	Prayers.			
	Other persons.	Total.	Total number of maps.	Total number of globes.	Number of Examinations.	Number of schools distributing prizes.	Inspectors.	Other persons.	Total.	Number of trees planted on Arbor day.	Number of Schools using authorized Scripture Readings.	Number opened and closed with prayer.	Number using Bible.	Number imparting religious instruction.
1	34,869	59,227	43,896	6,056	2,676	545	250	344	594	15,018	2,951	4,941	2,217	738
2	8,999	14,894	4,390	244	149	91	10	13	23	156	88	163	121	12
3	3,123	7,459	2,824	227	164	30	38	40	78	317	133	216	113	11
4	46,991	81,580	51.110	6,527	2,989	666	298	397	695	15,491	3,172	5,320	2,451	761
5	47,106	81,787	50,001	6,318	3,197	679	291	351	642	15,337	3,153	5,318	2,447	*748
6	.....	.....	1,109	209	.....	.....	7	46	53	154	19	2	4	13
7	3,115	157	.....	.....	208	13	.....	.....	.....	.....	.....	.....	.....	.....
8	58	.....	*9	*1.16	.....	12	44	56	.....	.....	56	94	44	13

* To each school.

V.—TABLE E —The

	Counties. (Including incorporated villages, but not cities or towns).	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all public school purposes.
		$ c.	$ c.	$ c.	$ c.
1	Brant	2,403 25	26,381 77	13,148 08	41,933 10
2	Bruce	8,213 00	85,745 98	28,809 28	122,768 26
3	Carleton	3,949 50	47,163 82	16,055 13	67,168 45
4	Dufferin	3,279 00	29,080 14	8,780 77	41,139 91
5	Dundas	2,977 00	35,118 58	6,675 78	44,771 36
6	Durham	3,503 25	40,490 93	15,481 61	59,475 79
7	Elgin	4,700 50	44,364 09	26,677 70	75,742 29
8	Essex	5,091 25	55,724 55	23,506 24	84,322 04
9	Frontenac	4,577 75	32,426 84	16,101 90	53,106 49
10	Glengarry	2,755 00	13,338 31	18,466 22	34,559 53
11	Grey	8,964 00	73,883 35	22,574 34	105,421 69
12	Haldimand	3,306 00	33,425 06	12,824 34	49,555 40
13	Haliburton & N. E. Muskoka	7,727 25	19,085 26	11,085 48	37,897 99
14	Halton	2,684 75	22,627 89	13,307 58	38,620 22
15	Hastings	7,457 75	51,246 72	31,414 32	90,118 79
16	Huron	8,944 00	66,346 08	50,664 77	125,954 85
17	Kent	5,831 75	54,057 85	42,015 84	101,904 94
18	Lambton	6,918 50	68,767 76	29,692 10	105,378 36
19	Lanark	4,463 50	34,067 97	12,974 26	51,505 73
20	Leeds & Grenville	7,196 00	68,387 05	25,394 74	100,977 79
21	Lennox & Addington	3,597 25	27,557 04	15,959 56	47,113 85
22	Lincoln	2,822 25	31,635 45	12,715 31	47,173 01
23	Middlesex	7,945 00	73,737 23	33,679 60	115,361 83
24	Norfolk	4,154 25	39,451 28	29,605 36	73,210 89
25	Northumberland	4,855 50	45,278 06	22,519 26	72,652 82
26	Ontario	5,337 00	47,305 28	23,014 94	75,657 22
27	Oxford	5,302 75	51,486 52	32 366 71	89,155 98
28	Peel	3,000 00	29,804 00	15,941 10	48,745 10
29	Perth	4,578 00	43,814 02	15,518 07	63,910 09
30	Peterborough	4,418 C0	34,714 83	9,794 60	48,927 43
31	Prescott & Russell	4,327 50	29,728 27	14,089 14	48,144 91
32	Prince Edward	2,409 75	23,055 55	8,632 28	34,097 58
33	Renfrew	6,999 25	35,178 03	14,410 97	56,588 25
34	Simcoe & W. Muskoka	13,911 50	85,447 90	39,136 88	138,496 28
35	Stormont	2,923 80	23,666 07	6,826 28	33,416 15
36	Victoria & S. E. Muskoka	8,463 50	43,739 51	18,382 25	70,585 26
37	Waterloo	4,834 50	49,999 16	37,671 57	94,505 23
38	Welland	3,574 25	33,364 81	23,285 02	60,224 08
39	Wellington	6,386 00	58,831 63	22,701 12	87,918 75
40	Wentworth	3,737 50	34,909 90	33,366 32	72,013 72
41	York	7,358 25	64,668 13	59,459 37	131,485 75
42	Districts	28,800 00	66,978 72	32,792 39	128,571 11
	Total	244,678 80	1,876,081 39	947,518 08	3,068,278 27
	Cities.				
1	Belleville	1,181 00	13,402 94	100 47	14,684 41
2	Brantford	2,306 75	32,000 00	2,772 06	37,078 81
3	Chatham	1,247 00	12,884 02	32,664 70	46,795 72
4	Guelph	1,321 50	15,379 59	1,226 14	17,927 23
5	Hamilton	6,687 75	100,664 42	40,219 19	147,571 36
6	Kingston	2,242 50	30,274 02	1,317 74	33,834 26
7	London	4,860 75	71,673 76	5,299 43	81,833 94
8	Ottawa	3,775 25	66,239 00	45,419 91	115,434 16
9	St. Catharines	1,143 00	13,148 26	517 02	14,808 28
10	St. Thomas	1,594 00	14,108 41	1,095 52	16,797 93
11	Stratford	1,446 75	15,000 00	2,989 23	19,435 98
12	Toronto	24,636 75	392,965 00	12,550 29	430,152 04
13	Windsor	1,846 00	25,081 80	530 58	27,458 38
	Total	54,289 00	802,821 22	146,702 28	1,003,812 50

Public Schools

	Expenditure.					
	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other expenses.	Total expenditure for all public school purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	23,086 02	657 06	515 47	6,398 36	30,656 91	11,276 19
2	62,485 37	18,461 76	1,110 30	15,578 42	97,635 85	25,132 41
3	39,632 55	6,455 70	623 62	10,205 09	56,916 96	10,251 49
4	26,502 85	2,144 71	198 97	6,779 87	35,626 40	5,513 51
5	29,175 64	3,349 66	260 56	6,240 93	39,026 79	5,744 57
6	34,922 48	5,466 26	470 23	7,023 91	47,882 88	11,592 91
7	39,991 51	3,145 59	821 83	11,083 21	55,042 14	20,700 15
8	45,867 57	5,962 75	1,773 83	14,680 50	68,284 65	16,037 39
9	32,276 45	2,565 47	549 93	6,766 89	42,158 74	10,947 75
10	22,325 14	1,793 55	248 32	5,286 61	29,653 62	4,905 91
11	66,352 84	5,574 52	1,365 97	13,651 74	86,945 07	18,476 62
12	30,529 45	488 40	585 79	5,838 50	37,442 14	12,113 26
13	20,953 29	5,741 84	725 84	4,809 49	32,230 46	5,667 53
14	24,545 67	723 05	415 40	5,521 36	31,205 48	7,414 74
15	54,766 64	6,902 78	1,055 06	9,659 98	72,384 46	17,734 33
16	68,818 21	14,857 60	1,245 77	16,566 53	101,488 11	24,466 74
17	45,456 26	9,659 82	1,869 27	14,105 95	71,091 30	30,813 64
18	59,800 60	4,363 54	2,081 69	14,409 69	80,155 52	25,222 84
19	31,571 88	2,061 30	533 73	6,224 72	40,391 63	11,114 10
20	65,040 05	2,501 75	955 79	16,735 11	85,232 70	15,745 09
21	30,205 73	2,480 17	320 75	5,708 22	38,714 87	8,398 98
22	27,192 28	907 87	801 25	7,601 67	36,503 07	10,669 94
23	66,485 90	2,626 09	1,662 28	15,930 27	86,704 54	28,657 29
24	34,502 88	7,273 74	833 25	7,759 70	50,369 57	22,841 32
25	38,673 85	7,068 62	415 59	14,461 97	60,620 03	12,032 79
26	44,545 48	2,745 55	969 25	14,115 48	62,375 76	18,281 46
27	45,673 33	1,202 88	1,322 63	10,675 75	58,874 59	30,281 39
28	27,242 32	2,764 23	926 94	6,409 53	37,343 02	11,402 08
29	38,505 76	2,179 01	402 61	8,801 73	49,889 11	14,020 98
30	30,788 69	1,302 20	212 56	7,552 78	39,856 23	9,071 20
31	28,510 50	4,248 01	577 34	5,375 49	38,711 34	9,433 57
32	22,711 41	754 26	328 11	3,873 07	27,666 85	6,430 73
33	33,258 50	5,153 48	1,051 74	6,665 90	46,129 62	10,458 63
34	79,340 07	8,763 49	2,609 23	17,605 56	108,318 35	30,177 93
35	22,262 22	3,835 31	431 64	3,527 23	30,056 40	3,359 75
36	42,586 51	2,877 79	771 60	8,215 66	54,451 56	16,133 70
37	45,092 64	2,519 06	736 68	10,558 65	58,907 03	33,598 20
38	32,200 36	938 79	1,368 74	7,006 86	41,514 75	18,709 33
39	53,047 64	1,861 21	759 58	11,879 84	67,548 27	20,370 48
40	31,201 62	12,281 48	926 87	9,704 32	54,114 29	17,899 43
41	67,959 08	11,555 22	1,466 52	19,546 15	100,526 97	30,958 78
42	65,957 42	18,385 38	2,183 96	16,543 00	103,069 76	25,501 35
	1,731,544 66	206,600 95	38,486 49	417,085 69	2,393,717 79	674,560 48
1	9,200 03	.....	.....	4,975 14	14,175 17	509 24
2	18,585 07	8,558 11	1,926 90	7,500 60	36,570 68	508 13
3	10,329 86	32,000 00	40 00	4,165 59	46,535 45	260 27
4	12,456 63	.....	104 42	4,857 02	17,418 07	509 16
5	78,161 96	16,458 01	6,577 42	46,327 65	147,525 04	46 32
6	19,319 76	5,774 02	909 77	7,805 54	33,809 09	25 17
7	53,881 52	2,479 84	117 00	21,475 30	77,953 66	3,880 28
8	46,014 54	40,055 08	168 67	26,461 54	112,699 83	2,734 33
9	12,006 53	.....	.....	2,303 75	14,310 28	498 00
10	12,775 00	.....	.....	3,478 39	16,253 39	544 54
11	10,692 15	3,654 21	1,167 72	3,901 45	19,415 53	20 45
12	315,355 69	.....	.....	103,636 59	418,992 28	11,159 76
13	18,404 42	.....	577 89	8,434 12	27,416 43	41 95
	617,183 16	108,979 27	11,589 79	245,322 68	983,074 90	20,737 60

V —TABLE E —The

	Towns.	Receipts. Legislative grants. $ c.	Municipal grants and assessments. $ c.	Clergy Reserve Fund, balances and other sources. $ c.	Total receipts for all public school purposes. $ c.
1	Alliston	240 00	2,284 30	109 26	2,633 56
2	Almonte	360 00	3,250 34	989 16	4,599 50
3	Amherstburg	135 00	1,000 00	2,199 58	3,334 58
4	Arnprior	272 00	8 644 43	679 62	9,596 05
5	Aurora	214 00	2,150 00	755 03	3,119 03
6	Aylmer	305 75	4,149 09	349 43	4,804 27
7	Barrie	772 00	11,573 11	1,070 45	13,415 56
8	Berlin	1,197 25	16,415 80	86 00	17,699 05
9	Blenheim	200 00	3,384 11	641 86	4,225 97
10	Bothwell	106 00	1,525 50	185 69	1,817 19
11	Bowmanville	368 00	4,900 00	102 49	5,370 49
12	Bracebridge	252 00	3,761 35	1,938 07	5,951 42
13	Brampton	531 00	4,500 00	865 51	5,896 51
14	Brockville	983 00	12,000 00	1,716 80	14,699 80
15	Carleton Place	540 00	4,553 72	2,803 69	7,897 41
16	Clinton	471 00	3,200 00	356 71	4,027 71
17	Cobourg	552 00	4,750 00	1,326 32	6,628 32
18	Collingwood	880 00	8,650 00	1,038 37	10,518 37
19	Cornwall	500 00	4,927 22	1,036 26	6,463 48
20	Deseronto	412 00	4,698 12	918 09	6,028 21
21	Dresden	218 00	3,182 00	4,047 12	7,447 12
22	Dundas	330 25	4,170 00	490 59	4,990 84
23	Durham	308 00	2,827 33	565 06	3,700 39
24	Essex	203 00	2,400 75	28 71	2,632 46
25	Forest	196 00	2,700 00	558 49	3,454 49
26	Fort William	199 00	5,124 46	223 58	5,547 04
27	Galt	1,068 75	11,350 00	246 66	12,665 41
28	Gananoque	605 00	5,046 95	106 06	5,758 01
29	Goderich	580 00	5,254 87	290 00	6,124 87
30	Gore Bay	357 00	1,853 75	47 45	2,258 20
31	Gravenhurst	233 00	3,199 05	612 02	4,044 07
32	Harriston	227 00	2,473 00	168 70	2,868 70
33	Ingersoll	669 75	6,601 00	1,440 80	8,711 55
34	Kincardine	483 00	4,017 00	452 88	4,952 88
35	Leamington	241 00	2,899 67	98 93	3,239 60
36	Lindsay	794 00	9,458 25	559 63	10,811 88
37	Listowel	330 00	3,270 00	50 76	3,650 76
38	Little Current	118 00	808 00	981 68	1,907 68
39	Mattawa	283 00	842 00	279 33	1,404 33
40	Meaford	239 00	2,500 00	603 63	3,342 63
41	Midland	232 00	3,852 00	86 56	4,170 56
42	Milton	337 00	2,708 35	1,497 83	4,543 18
43	Mitchell	420 00	2,878 75	210 17	3,508 92
44	Mount Forest	456 00	3,304 00	324 79	4,084 79
45	Napanee	549 25	5,825 00	744 57	7,118 82
46	Newmarket	383 00	2,100 00	2,615 65	5,098 65
47	Niagara	150 00	1,938 87	46 13	2,035 00
48	Niagara Falls	514 25	6,500 00	120 78	7,135 03
49	North Bay	423 00	3,975 00	266 08	4,664 08
50	North Toronto	196 00	3,844 60	211 23	4,251 83
51	Oakville	208 00	2,098 70	1,030 08	3,336 78
52	Orangeville	625 00	3,300 00	805 84	4,730 84
53	Orillia	520 00	11,500 00	1,119 45	13,139 45
54	Oshawa	448 00	5,421 00	643 02	6,512 02
55	Owen Sound	998 00	10,519 00	617 22	12,134 22
56	Palmerston	209 00	3,237 80	105 11	3,551 91
57	Parkhill	156 00	1,893 00	536 94	2,585 94
58	Paris	340 00	4,251 31	2,413 54	7,004 85
59	Parry Sound	596 00	4,700 00	715 14	6,011 14
60	Pembroke	334 00	5,894 36	173 21	6,401 57
61	Penetanguishene	302 00	1,860 82		2,162 82

ic Schools.

Expenditure.												
Teachers' salaries.		Sites and building school houses.		Maps, apparatus, prizes and libraries.		Rent, repairs, fuel and other expenses.		Total expenditure for all public school purposes.		Balance.	
$	c.	$	c.	$	c.	$	c.	$	c.	$	c.
1,685	00	.....	...	86	22	395	99	2,167	21	466	35
3,475	00	.....	..	.....	..	1,121	34	4,596	34	3	16
1,950	04	825	00	33	62	474	74	3,283	40	51	18
2,807	18	4,212	02	.....		1,104	93	8,124	13	1,471	92
1,983	30	.....	...	.....	....	341	42	2,324	72	794	31
3,091	50	669	57	29	77	786	11	4,576	95	227	32
8,526	50	1,422	30	107	21	3,359	55	13,415	56	.....	
9,277	81	5,142	91	107	79	2,423	14	16,951	65	747	40
2,675	00	.....	...	.....		1,239	25	3,914	25	311	72
1,304	00	.....		28	00	409	17	1,741	17	76	02
4,090	83	.....		15	00	1,238	71	5,344	54	25	95
2,375	00	835	87	74	03	2,047	92	5,332	82	618	60
4,015	10	.....		17	50	1,629	12	5,661	72	234	79
9,289	20	1,081	36	88	00	3,890	66	14,349	22	350	58
4,470	92	222	91	.....	.....	1,259	71	5,953	54	1,943	87
2,925	32	.....	...	.....	.. ..	729	86	3,655	18	372	53
4,204	00	1,005	34	.....		1,245	19	6,454	53	173	79
6,750	68	1,256	57	.....	....	2,486	79	10,494	04	24	33
4,253	34	.....	...	.....		1,565	81	5,819	15	644	33
4,045	83	219	50	15	37	844	06	5,124	76	903	45
2,692	23	.....		.....	.....	779	47	3,471	70	3,975	42
3,567	06	493	64	95	58	834	56	4,990	84	.....	
2,252	92	332	51	55	10	311	80	2,952	33	748	06
1,917	94	7	05	20	00	593	77	2,538	76	93	70
2,363	83	350	71	27	50	462	33	3,204	37	250	12
3,748	11	.....		.....		1,798	93	5,547	04	.....	
9,819	26	.....		99	56	2,598	46	12,517	27	148	14
4,429	43	.....		.....	.....	1,225	77	5,655	20	102	81
4,497	27	.....		.....	.....	1,627	60	6,124	87	.....	
1,410	75	174	10	32	75	273	92	1,891	52	366	68
2,281	00	711	80	56	75	993	55	4,043	10		97
2,050	00	.....	.....	.....	....	750	00	2,800	00	68	70
5,444	31	.....		20	96	2,980	08	8,445	35	266	20
3,431	80	.....		.....		1,086	45	4,518	25	434	63
2,655	00	175	35	.....	...	409	25	3,239	60	.....	....
7,818	30	.....		.....		2,551	43	10,369	73	422	15
2,945	90	.....		16	90	651	20	3,614	00	36	76
993	75	.....	...	.....	.....	146	22	1,139	97	767	71
1,150	00	.....	.....	26	96	204	19	1,381	15	23	18
2,738	27	.....		.....		555	19	3,293	46	49	17
2,960	65	.....		.....		1,108	32	4,068	97	101	59
2,332	50	368	90	69	77	357	11	3,128	28	1,414	90
2,833	00	66	95	.....	.....	413	17	3,313	12	195	80
2,960	00	103	00	.....	.....	905	24	3,968	24	116	55
3,638	91	1,628	57	85	85	1,764	41	7,117	74	1	08
2,437	60	32	50	.....		2,485	23	4,955	33	143	32
1,460	00	.....		9	05	353	10	1,822	15	212	85
4,723	00	.....		30	00	2,293	52	7,046	52	88	51
2,604	70	.....		.....		1,856	02	4,460	72	203	36
2,956	66	20	61	16	50	1,045	75	4,039	52	212	31
1,865	00	.....		.....		393	88	2,258	88	1,077	90
3,916	25	.....		19	26	752	12	4,687	63	43	21
6,658	99	2,711	46	141	63	3,627	37	13,139	45	.....	
4,675	04	.....		.....		1,836	98	6,512	02	.....	....
9,394	25	.....	..	.....		2,295	87	11,790	12	344	10
2,315	00	.....		.....		1,168	21	3,483	21	68	70
1,486	72	.....		3	30	438	82	1,928	84	657	10
3,611	68	6	90	.....		1,357	31	4,975	89	2,028	96
3,661	25	291	10	60	07	1,955	94	5,968	36	42	78
3,897	18	1,485	90	18	74	624	54	6,026	36	375	21
1,350	00	.....	.....	.....		376	44	1,726	44	488	38

V.—TABLE E —The

Towns.	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all public school purposes.
	$ c.	$ c.	$ c.	$ c.
62 Perth	519 00	3,735 31	457 99	4,712 30
63 Peterborough	1,181 00	17,200 00	1,546 38	19,927 38
64 Petrolea	544 00	13,000 00	2,534 51	16,078 51
65 Picton	570 00	4,150 00	276 02	4,996 02
66 Port Arthur	280 00	2,965 84	15 15	3,260 99
67 Port Hope	803 00	6,291 45	118 00	7,212 45
68 Prescott	408 00	2,883 80	172 39	3,464 19
69 Rat Portage	412 00	11,600 00	771 81	12,783 81
70 Renfrew	357 00	4,590 86	5,833 00	10,780 86
71 Ridgetown	296 00	3,100 00	205 08	3,601 08
72 Sandwich	159 00	2,000 00	1,985 11	4,144 11
73 Sarnia	861 00	9,084 59	201 44	10,147 03
74 Sault Ste. Marie	345 00	5,000 00	618 16	5,963 16
75 Seaforth	303 00	3,350 00	644 19	4,297 19
76 Simcoe	498 00	3,517 09	609 62	4,624 71
77 Smith's Falls	535 00	6,904 14	225 06	7,664 20
78 Stayner	152 00	1,450 00	568 31	2,170 31
79 Sturgeon Falls	38 00	509 06	6 93	553 99
80 St. Marys	434 00	3,583 64	841 48	4,859 12
81 Strathroy	510 00	3,903 00	689 91	5,102 91
82 Sudbury	112 00	1,390 92	119 03	1,631 95
83 Thessalon	275 00	1,386 22	69 60	1,730 82
84 Thornbury	109 00	1,532 84	157 44	1,799 28
85 Thorold	191 00	1,900 00	977 34	3,068 34
86 Tilsonburg	289 75	3,332 00	398 30	4,020 05
87 Toronto Junction	863 00	11,156 30	387 27	12,406 57
88 Trenton	421 00	1,820 14	1,765 95	4,007 09
89 Uxbridge	231 00	2,635 00	488 73	3,354 73
90 Vankleekhill	.....	1,900 00	952 42	2,852 42
91 Walkerton	458 00	3,690 39	217 03	4,365 42
92 Walkerville	141 00	3,300 00	184 41	3,625 41
93 Wallaceburg	244 00	4,397 14	53 07	4,694 21
94 Waterloo	410 50	4,600 00	448 82	5,459 32
95 Welland	391 00	3,377 70	2,710 18	6,478 88
96 Whitby	435 00	4,150 00	233 09	4,818 09
97 Wiarton	274 00	2,519 05	589 90	3,382 95
98 Wingham	267 00	3,150 00	557 17	3,974 17
99 Woodstock	1,258 00	11,187 17	7,869 26	20,314 43
Total	40,895 50	458,041 38	81,803 36	580,740 24
Totals.				
1 Counties, etc	244,678 80	1,876,081 39	947,518 08	3,068,278 27
2 Cities	54,289 00	802,831 22	146,702 28	1,003,812 50
3 Towns	40,895 50	458,041 38	81,803 36	580,740 24
4 Grand total, 1897	339,863 30	3,136,943 99	1,176,023 72	4,652,831 01
5 " " 1896	*329,329 43	3,190,708 74	1,072,426 14	4,592,464 31
6 Increase	10,533 87	.....	103,597 58	60,366 70
7 Decrease	....	53,764 75	.....	.....
8 Percentage	7	70	23	.....
Cost per pupil.				
1 Counties, etc	7 67			
2 Cities	14 60			
3 Towns	8 66			
4 Province	8 87			

*Including Insp. salaries: Teac.

Public Schools.

	Expenditure.					
	Teacher's salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rents, repairs, fuel and other expenses.	Total expenditure for all public school purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
62	3,526 72	.....	.....	1,130 94	4,657 66	54 64
63	13,173 56	.....	55 00	6,698 82	19,927 38	.....
64	6,048 89	3,760 00	45 00	3,969 36	13,823 25	2,295 26
65	3,886 84	.....	41 60	960 93	4,839 37	156 65
66	2,077 47	.....	.....	1,167 97	3,245 44	15 55
67	5,775 00	.....	.....	1,437 45	7,212 45	.....
68	2,720 00	.....	63 00	658 47	3,441 47	22 72
69	6,676 01	2,807 52	.....	2,793 64	12,277 17	506 64
70	3,089 25	1,002 97	.....	4,877 73	8,969 95	1,810 91
71	3,087 77	3 80	153 25	263 90	3,458 72	142 36
72	1,733 50	.....	.....	439 71	2,173 21	1,970 90
73	7,424 76	.....	56 60	2,085 44	9,566 80	580 28
74	3,721 94	105 25	543 51	1,402 79	5,773 49	189 67
75	2,980 00	.....	10 00	566 54	3,556 54	740 65
76	3,992 00	.....	36 00	465 11	4,493 11	131 60
77	4,576 28	.....	150 55	2,408 37	7,135 20	529 00
78	1,801 00	.....	71 00	277 39	2,149 39	20 92
79	354 39	.....	9 80	82 43	446 62	107 37
80	2,982 39	.....	28 00	1,254 34	4,264 73	594 39
81	3,964 33	.....	56 00	1,077 49	5,097 82	5 09
82	1,116 00	232 00	204 83	.....	1,552 83	69 12
83	1,048 00	.....	.....	637 18	1,685 18	45 64
84	1,425 00	.....	.....	272 95	1,697 95	101 33
85	2,445 82	.....	6 35	606 06	3,058 23	10 11
86	3,076 57	.....	.....	875 08	3,951 65	68 40
87	9,344 90	.....	.....	2,673 54	12,018 44	388 13
88	2,796 72	15 49	20 15	1,174 73	4,007 09	.....
89	2,458 32	.....	.....	895 11	3,353 43	1 30
90	1,877 72	438 65	148 49	261 70	2,726 56	125 86
91	3,540 50	.....	.....	791 43	4,331 93	33 49
92	2,350 55	.....	47 60	909 15	3,307 30	318 11
93	3,576 32	.....	121 00	993 90	4,691 22	2 99
94	4,108 34	196 85	14 52	1,017 45	5,367 16	92 16
95	2,713 47	365 54	12 60	916 58	4,008 19	2,470 69
96	3,827 50	.....	5 70	984 89	4,818 09	.....
97	2,135 00	94 01	13 25	477 39	2,719 65	663 30
98	3,108 89	.....	.....	830 13	3,938 52	35 65
99	10,851 00	.....	1,299 45	3,373 97	15,524 42	4,790 01
	368,533 27	34,876 48	4,721 99	128,577 05	536,708 79	44,031 45
1	1,731,544 66	206,600 95	38,486 49	417,085 69	2,393,717 79	674,560 48
2	617,183 16	108,979 27	11,589 79	245,322 68	983,074 90	20,737 60
3	368,533 27	34,876 48	4,721 99	128,577 05	536,708 79	44,031 45
4	2,717,261 09	350,456 70	54,798 27	790,985 42	3,913,501 48	739,329 53
5	2,724,686 81	330,409 10	50,922 96	783,423 69	3,889,442 56	703,021 75
6	.....	20,047 60	3,875 31	7,561 73	24,058 02	36,307 78
7	7,425 72	.....	.....	.....	.....	.....
8	69	9	2	20	.....	.....

Inst. ; P. S. Leav. ; etc.

VI.—TABLE F.—The Roman Catholic

Counties. (Including incorporated villages, but not cities or towns.)	Number of schools.	Receipts. Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Expenditure. Teachers' salaries.	Sites and building school-houses.	Maps, apparatus, prizes and libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	8	410 00	3,743 43	805 66	4,959 09	3,175 00	580 46	56 15
2 Carleton	15	629 00	5,641 90	2,032 19	8,303 09	4,283 20	985 05	193 15
3 Essex	8	606 00	2,796 23	1,273 53	4,675 76	2,383 85	173 75	361 23
4 Frontenac	10	390 00	2,893 03	992 97	4,276 00	2,704 13	124 48	8 00
5 Grey	8	384 00	1,685 31	527 89	2,597 20	1,595 00	116 58	49 13
6 Hastings	7	278 00	1,515 69	654 22	2,447 91	1,651 00	230 90	3 51
7 Huron	6	211 00	2,369 15	507 68	3,087 83	2,040 00	198 97	33 25
8 Kent	5	146 00	2,338 39	308 30	2,792 69	1,751 85	17 17	56 86
9 Lambton	2	78 00	704 90	165 65	948 55	532 83	.....	16 75
10 Lanark	3	142 00	543 51	303 41	988 92	595 00	5 88	.....
11 Leeds and Grenville.	5	278 00	1,268 40	291 09	1,837 49	1,170 00	41 25	48 03
12 Lennox & Addington	2	100 00	386 95	103 54	590 49	429 00	.....	.....
13 Lincoln	1	74 00	622 46	202 36	898 82	400 00	368 00	.....
14 Middlesex	4	112 00	1,416 82	465 98	1,994 80	1,022 00	4 95	.....
15 Norfolk	1	59 00	537 91	430 30	1,027 21	450 00	.....	.....
16 Northumberland	7	214 00	2,182 44	1,289 44	3,685 88	1,791 75	1,215 45	7 20
17 Ontario	1	79 00	.....	837 79	916 79	650 00	.....	34 50
18 Peel	1	45 00	145 89	66 43	257 32	210 00	.....	22 92
19 Perth	4	137 00	1,160 75	344 09	1,641 84	1,085 00	89 85	15 00
20 Peterborough	1	21 00	231 76	13 06	265 82	230 00	.....	.....
21 Prescott & Russell	62	3,321 25	18,650 47	7,371 23	29,342 95	17,608 46	2,156 03	607 44
22 Renfrew	8	504 00	2,455 26	1,186 99	4,146 25	2,059 75	963 27	38 81
23 Simcoe	3	230 00	1,201 04	204 71	1,635 75	1,100 00	217 40	29 28
24 Stormont, Dundas and Glengarry	11	732 00	2,598 85	4,250 08	7,580 93	4,678 53	499 10	22 96
25 Waterloo	9	352 00	3,130 37	2,866 09	6,348 46	2,997 00	147 38	61 20
26 Welland	1	22 00	506 18	346 03	874 21	539 08	.....	21 80
27 Wellington	8	328 00	2,671 87	1,086 80	4,086 67	2,230 00	144 86	105 65
28 Wentworth	1	51 00	170 00	40 60	261 60	225 00	4 00	.....
29 York	2	56 00	494 28	243 84	794 12	340 00	240 39	.....
30 Districts	14	1,000 00	5,059 87	1,249 93	7,309 80	3,403 26	2,210 65	122 80
Total	218	10,989 25	69,123 11	30,461 88	110,574 24	63,330 69	10,685 79	1,915 62
Cities.								
1 Belleville	4	255 00	1,569 91	474 45	2,289 36	1,600 00	46 60	.....
2 Brantford	2	238 00	1,520 56	327 25	2,085 81	1,128 45	416 22	8 50
3 Chatham	1	202 00	1,397 88	439 39	2,039 27	1,625 00	.....	.....
4 Guelph	3	271 00	2,668 45	294 26	3,233 71	2,125 00	.....	110 00
5 Hamilton	8	959 00	11,750 00	1,751 30	14,460 30	4,750 00	3,018 19	836 51
6 Kingston	4	506 00	3,755 71	9,282 17	13,543 88	4,025 00	370 10	.....
7 London	5	545 00	5,531 61	485 33	6,561 94	2,600 00	2,260 00	109 00
8 Ottawa	20	4,088 00	31,800 00	6,737 21	42,625 21	20,841 00	917 06	510 00
9 St. Catharines	3	267 00	3,841 15	164 37	4,272 52	2,132 32	1,217 50	6 00
10 St. Thomas	1	131 00	1,027 76	306 29	1,465 05	800 00	.....	35 00
11 Stratford	1	220 00	2,200 00	285 29	2,705 29	1,300 00	500 00	118 00
12 Toronto	18	2,920 00	36,761 71	7,679 55	47,361 26	20,877 54	8,952 71	1,476 49
Total	70	10,602 00	103,824 74	28,226 86	142,653 60	63,804 31	17,688 38	3,209 50

Separate Schools.

	ture.						Pupils.			Attendance.							
	All other purposes.		Total amount expended.		Balances.		Number of pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	21 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$	c.	$	c.	$	c.											
1	486	35	4,297	96	661	13	841	477	364	541	64	34	85	103	162	264	93
2	2,361	17	7,822	57	480	52	1,227	631	596	609	50	100	187	299	237	381	23
3	1,438	73	4,357	56	318	20	594	307	287	350	59	29	51	168	145	152	39
4	568	86	3,405	47	870	53	373	191	182	198	53	16	59	66	107	125	.....
5	251	31	2,011	99	585	21	251	132	119	106	53	32	51	57	59	52	.....
6	321	03	2,206	44	241	47	303	150	153	152	50	26	42	75	71	88	1
7	557	34	2,829	56	258	27	403	233	170	209	52	33	34	95	105	120	16
8	473	09	2,298	97	493	72	341	174	167	173	51	19	29	112	78	80	13
9	82	17	631	75	316	80	103	60	43	55	54	7	16	33	26	21	.....
10	225	99	826	87	162	05	115	55	60	54	48	7	21	26	31	28	2
11	283	11	1,542	39	295	10	232	121	111	138	60	9	30	51	47	62	33
12	50	13	479	13	111	36	95	47	48	46	49	11	14	21	20	28	1
13	84	27	852	27	46	55	87	48	39	57	66	1	7	18	18	43	....
14	139	10	1,166	05	328	75	146	87	59	85	58	4	20	25	33	58	6
15	157	70	607	70	419	51	98	53	45	58	59	1	9	22	34	31	1
16	383	55	3,397	95	287	93	244	131	113	128	53	16	33	58	69	68	.....
17	227	34	911	84	4	95	105	61	44	68	65	2	11	23	10	47	12
18	18	40	251	32	6	00	37	19	18	15	42	6	6	7	3	15	.....
19	282	25	1,422	10	219	74	225	122	103	112	50	20	39	49	54	57	6
20	7	75	237	75	28	07	42	25	17	18	43	4	9	9	11	6	3
21	4,164	05	24,535	98	4,806	97	5,443	2,805	2,638	2,697	50	496	784	1,318	1,218	1,510	117
22	494	43	3,556	26	589	99	504	243	261	243	49	44	87	133	112	118	10
23	123	03	1,469	71	166	04	247	134	113	160	65	17	23	32	49	70	56
24	1,876	02	7,076	61	504	32	1,210	622	588	546	45	146	168	319	290	287	...
25	704	41	3,909	99	2,438	47	743	393	350	452	61	36	98	140	135	264	70
26	134	22	695	10	179	11	50	25	25	31	62	3	6	8	9	24	.....
27	599	55	3,080	06	1,006	61	464	254	210	267	57	20	61	93	107	171	12
28	32	60	261	60	.....		25	15	10	14	56	3	....	6	7	8	1
29	162	32	742	71	51	41	106	46	60	58	55	2	16	23	26	39	.....
30	1,121	82	6,858	53	451	27	970	476	494	434	....	107	151	217	279	153	63
	17 812	09	93,744	19	16,830	05	15,624	8,137	7,487	8,074	51	1,251	2,157	3,606	3,552	4,480	578
1	640	64	2,287	24	12	12	471	265	206	247	53	9	45	179	132	106	.....
2	490	07	2,043	24	42	57	330	160	170	232	70	2	15	49	58	206	.....
3	329	91	1,954	91	84	36	317	163	154	199	63	21	33	55	57	151	.....
4	732	52	2,967	52	266	19	445	253	192	350	79	9	13	73	96	254	.....
5	4,469	06	13,073	76	1,386	54	1,642	786	856	1,220	74	30	175	302	312	823	.....
6	9,148	78	13,543	88	.....	..	818	413	405	541	66	21	51	145	176	425	.....
7	1,502	07	6,461	07	100	87	735	403	332	595	81	5	18	71	112	529	.....
8	19,980	51	42,248	57	376	64	5,639	2,896	2,743	3,301	59	297	662	1,326	1,025	2,329	.....
9	877	82	4,233	64	38	88	372	197	175	248	66	8	32	56	85	191	.....
10	510	81	1,345	81	119	24	205	108	97	158	77	.....	.....	30	46	129	.....
11	475	05	2,393	05	312	24	348	196	152	244	70	2	19	69	90	168	.....
12	11,822	71	43,129	45	4,231	81	4,992	2,547	2,445	3,281	66	256	441	950	965	2,380	.....
	50,979	95	135,682	14	6,971	46	16,314	8,387	7,927	10,616	66	660	1,504	3,305	3,154	7,691	....

VI.—TABLE F.—The Roman Catholic

Town.	Number of schools.	Receipts.				Expendi-		
		Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.	Sites and building school-houses.	Maps, apparatus, prizes and libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Almonte	1	136 00	1183 40	1507 68	2827 08	918 71	195 45	.....
2 Amherstburg	1	139 00	864 15	1595 24	2598 39	1029 99	44 63	44 74
3 Arnprior	2	195 00	1879 76	1111 85	3186 61	1510 00	1341 00	57 99
4 Barrie	1	133 00	1231 07	519 18	1883 25	900 00	320 98	28 48
5 Berlin	1	215 00	2361 84	5493 43	8070 27	1225 00	5869 55	20 00
6 Brockville	1	269 00	2357 90	945 00	3571 90	2500 00	.....	.....
7 Cobourg	1	124 00	900 00	10 26	1034 26	800 00	.....	.....
8 Cornwall	3	420 00	4880 00	32 00	5332 00	3215 00	50 00	.....
9 Dundas	1	96 00	897 41	37 72	1031 13	700 00	.....	3 04
10 Galt	1	61 00	458 80	230 15	749 95	325 00	132 97	9 00
11 Goderich	1	43 00	471 51	21 52	536 03	400 00	.....	.....
12 Ingersoll	1	91 00	656 14	20 09	767 23	575 00	5 50	19 35
13 Lindsay	2	213 00	2099 59	2256 02	4568 61	1887 50	.....	34 63
14 Mattawa	1	277 00	1835 91	304 11	2417 02	1857 90	200 00	.....
15 Newmarket	1	35 00	267 20	254 63	556 83	300 00	6 00	.....
16 Niagara Falls	1	124 00	894 00	489 53	1507 53	600 00	.....	30 00
17 North Bay	2	97 00	1900 00	1108 80	3105 80	1255 25	1491 00	68 50
18 Oakville	1	26 00	226 00	258 81	510 81	254 75	.....	.....
19 Orillia	1	114 00	1535 16	1624 00	3273 16	1350 00	256 79	28 00
20 Oshawa	1	52 00	446 90	11 98	510 88	400 00	.....	3 68
21 Owen Sound	1	122 00	611 55	738 00	1471 55	385 00	353 80	66 45
22 Paris	1	31 00	442 68	436 09	909 77	360 00	.....	.....
23 Parkhill	1	32 00	205 40	133 40	370 80	325 00	.....	13 50
24 Pembroke	1	248 00	2802 52	468 91	3519 43	2472 50	288 87	14 35
25 Perth	1	92 00	764 00	107 30	963 30	600 00	155 50	.....
26 Peterborough	3	423 00	4591 00	593 82	5607 82	2989 00	37 65	.....
27 Picton	1	30 00	417 51	100 26	547 77	400 00	.....	5 55
28 Port Arthur	1	100 00	663 37	1131 80	1895 17	900 00	127 37	.....
29 Prescott	1	137 00	1049 01	395 43	1581 44	1100 00	39 25	2 00
30 Rat Portage	2	74 00	1450 00	167 83	1691 83	1000 00	.....	.....
31 Renfrew	2	148 00	596 75	1142 02	1886 77	1375 01	.....	.....
32 Sarnia	1	80 00	1069 00	481 65	1630 65	900 00	.....	.....
33 Sault Ste. Marie	1	26 00	768 79	198 16	992 95	558 00	87 50	44 30
34 St. Mary's	1	40 00	391 40	167 23	598 63	325 00	81 00	.....
35 Sturgeon Falls	1	73 00	700 00	72 56	845 56	530 91	170 50	17 76
36 Sudbury	1	102 00	1432 95	273 07	1808 02	950 00	598 90	20 00
37 Thorold	1	79 00	971 40	103 18	1153 58	700 00	43 65	12 00
38 Trenton	1	159 00	2407 50	181 46	2747 96	1250 00	822 48	.....
39 Vankleekhill	1	.....	773 48	198 61	972 09	800 00	10 85	12 50
40 Walkerton	1	104 00	493 30	91 26	688 56	500 00	7 05	79 10
41 Wallaceburg	1	38 00	877 18	189 17	1104 30	675 00	.....	10 05
42 Waterloo	1	52 00	600 00	66 19	718 19	300 00	129 72	16 45
43 Whitby	1	34 00	244 00	73 75	351 75	265 00	1 00	.....
Total	52	5084 00	51669 48	25342 65	82096 13	41664 52	12859 06	661 42
Totals.								
1 Counties, etc	218	10989 25	69123 11	30461 88	110574 24	63330 69	10685 79	1915 63
2 Cities	70	10502 00	103824 74	28226 86	142653 60	63804 31	17688 38	3209 50
3 Towns	52	5084 00	51669 48	25342 65	82096 13	41664 52	12859 06	661 42
4 Grand total 1897	340	26675 25	224617 33	84091 39	335323 97	168799 52	41233 23	5786 54
5 " 1896	339	24903 55	224938 69	87187 55	337029 79	163896 31	55733 94	5813 66
6 Increase	1	1771 70	.....	.....	.....	4903 21	.....	.....
7 Decrease	.....	.....	321 36	3156 16	1705 82	.....	14500 71	26 12
8 Percentage	.....	8	67	25	.....	56	15	2
Cost per pupil—								
1 Counties	.....	6 00						
2 Cities	.....	8 31						
3 Towns	.....	7 51						
4 Province	.....	7 22						

eparate Schools.

are.				Pupils.			Attendance.							
All other purposes.	Total amount expended.	Balances.		Number of pupils.	Boys.	Girls.	Average attendance.	Percent. of average to total att'd'ce.	Less than 20 days during the year.	21 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
$ c.	$ c.	$ c.												
1265 02	2369 18	457 90		177	99	78	104	59	7	16	33	40	81	.....
1412 86	2532 22	66 17		282	124	158	186	66	8	19	54	48	153	.....
277 62	3186 61	.....		403	208	195	233	58	23	45	97	74	164	.....
312 74	1562 20	321 05		228	111	117	164	72	4	15	41	40	128	.....
602 41	7716 96	358 31		367	195	172	254	69	10	18	52	82	205	.....
1053 11	3553 11	18 79		406	196	210	305	71	11	16	45	79	255	.....
231 15	1031 15	3 11		227	120	107	154	68	3	11	38	60	115	.....
2064 84	5329 84	2 16		988	484	504	594	60	63	147	202	183	393	.....
251 24	954 28	76 85		234	131	103	138	59	2	31	55	64	82	.....
102 04	569 01	180 94		108	63	45	72	68	5	6	13	37	47	.....
92 93	492 93	43 10		71	34	37	54	76	.....	.....	.....	9	62	.....
167 38	767 28	.....		105	50	55	83	79	6	9	15	75	.....	.....
724 50	2646 63	1921 98		389	179	210	277	71	16	13	74	101	185	.....
259 11	2317 01	100 01		317	162	155	200	64	11	34	77	84	111	.....
97 66	403 66	153 17		68	34	34	42	62	8	8	10	9	33	.....
722 67	1352 67	154 86		170	77	93	124	73	2	16	24	22	106	.....
254 70	3069 45	35 85		200	105	95	123	61	12	15	37	48	88	.....
182 13	436 88	73 93		44	26	18	25	57	3	9	5	11	16	.....
354 64	1989 43	1283 73		233	124	109	170	73	3	15	37	47	131	.....
89 60	493 28	17 60		90	40	50	59	66	4	11	13	18	44	.....
141 03	946 28	525 27		103	57	46	74	72	2	14	14	13	60	.....
110 24	470 24	439 53		55	22	33	35	64	3	4	14	15	19	.....
32 30	370 80	.....		68	32	36	43	63	3	6	11	19	29	.....
694 33	3470 05	49 38		529	292	237	337	64	11	43	110	110	255	.....
207 80	963 30	.....		210	111	99	142	68	11	17	33	32	117	.....
1136 18	4162 93	1444 89		717	367	350	529	74	19	42	84	134	438	.....
104 00	509 55	38 22		47	23	24	28	60	2	5	8	14	18	.....
766 76	1794 13	101 04		153	60	93	112	74	7	7	24	20	95	.....
440 19	1581 44	.....		201	111	90	124	62	10	12	31	31	117	.....
470 00	1470 00	221 83		249	115	134	157	63	4	21	53	73	98	.....
468 15	1843 16	43 61		360	176	184	219	61	29	22	73	92	144	.....
508 00	1408 00	222 65		186	93	93	100	54	1	12	29	42	102	.....
127 00	816 80	176 15		130	70	60	70	54	11	24	30	34	31	.....
95 33	501 33	97 30		62	27	35	42	68	.....	6	7	12	37	.....
74 94	794 11	51 45		195	96	99	99	51	20	20	51	54	50	.....
227 22	1796 12	11 90		181	83	98	108	14	20	61	44	55	1	.....
331 11	1086 76	66 82		131	56	75	87	67	4	10	26	26	65	.....
499 05	2571 53	176 43		264	126	138	207	78	1	15	24	71	153	.....
14 57	837 92	134 17		238	97	141	121	51	11	39	65	60	63	.....
82 61	668 76	19 80		186	100	86	131	70	.....	13	40	42	91	.....
207 97	893 02	211 28		139	68	71	66	48	16	25	36	18	44	.....
241 23	687 40	30 79		114	45	69	73	64	.....	15	21	30	48	.....
59 72	325 72	26 03		57	29	28	41	72	1	1	10	12	33	.....
17558 08	72743 08	9353 05		9682	4818	4864	6306	65	387	888	1760	2140	4507	.....
17813 09	93744 19	16830 05		15624	8137	7487	8074	51	1251	2157	3606	3552	4480	578
50979 95	135682 14	6971 46		16314	8387	7927	10616	66	660	1504	3305	3154	7691	.....
17558 08	72743 08	9353 05		9682	4818	4864	6306	65	387	888	1760	2140	4507	.....
86350 12	303169 41	33154 56		41620	21342	20278	24996	60	2298	4549	8671	8846	16678	578
77703 98	303146 89	33882 90		40846	20978	19868	24630	60	2112	4499	8531	9030	15979	695
8646 14	....	.....		774	364	410	366	....	186	50	140	....	699	.....
.....	977 48	728 34		.....	.....	.....	..	....	.....	.....	.....	184	.....	117
37	....	.. ..		.....	51	49	....	....	6	11	19	22	40	2

VII.—TABLE G.—The Roman

Counties. (Including incorporated villages, but not cities and towns.)	Teachers.					Number in the different					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Bruce	13	4	9	410	170	841	841	801	791	529	412
2 Carleton	22	3	19	251	181	1,227	1,202	1,227	857	629	229
3 Essex	12	....	12	.....	233	594	564	594	564	331	421
4 Frontenac	10	3	7	234	235	373	373	373	362	281	150
5 Grey	7	1	6	240	226	251	251	251	216	77	76
6 Hastings	7	....	7	.....	240	303	276	265	260	202	153
7 Huron	7	2	5	245	311	403	403	403	395	301	307
8 Kent	6	2	4	313	280	341	341	341	341	211	117
9 Lambton	2	1	1	230	210	103	103	103	103	79	.....
10 Lanark	3	....	3	.....	215	115	115	115	115	69	94
11 Leeds and Grenville	6	1	5	225	197	232	211	205	168	148	95
12 Lennox & Addington	2	....	2	.....	215	95	76	78	7·	54	.....
13 Lincoln	2	....	2	.....	200	87	87	87	87	52	87
14 Middlesex	4	....	4	.....	270	146	146	146	146	132	92
15 Norfolk	1	....	1	.....	450	98	98	98	98	75	98
16 Northumberland	8	2	6	263	203	244	244	244	200	191	68
17 Ontario	2	1	1	450	200	105	105	105	105	85	.....
18 Peel	1	....	1	.....	210	37	37	37	37	23	....
19 Perth	4	....	4	.....	271	225	225	225	204	156	60
20 Peterborough	1	....	1	.....	230	42	27	27	27	21	.....
21 Prescott and Russell	80	11	69	297	214	5,443	4,197	4,588	2,850	2,248	800
22 Renfrew	10	1	9	250	206	504	469	420	346	232	224
23 Simcoe	6	1	5	350	152	247	247	247	247	125	....
24 Stormont, D. and G.	19	2	17	390	213	1,210	1,115	1,146	1,071	565	633
25 Waterloo	14	2	12	335	220	743	743	743	743	505	618
26 Welland	1	....	1	.....	275	50	50	50	50	38	50
27 Wellington	10	1	9	300	215	464	464	464	437	344	211
28 Wentworth	1	....	1	.....	225	25	25	25	25	13	25
29 York	2	....	2	.....	208	106	106	106	106	79	66
30 Districts	18	3	15	350	200	970	589	740	150	246	290
Total	281	41	240	306	215	15,624	13,730	14,254	11,179	8,036	5,375
Cities.											
1 Belleville	6	1	5	600	200	471	471	471	471	256	.....
2 Brantford	5	....	5	...	220	330	330	330	330	241	.....
3 Chatham	6	1	5	500	225	317	317	317	317	239	317
4 Guelph	8	....	8	.....	212	445	445	445	445	445	445
5 Hamilton	38	....	38	.....	125	1,642	1,642	1,642	1,642	1,642	1,642
6 Kingston	15	3	12	466	219	818	818	818	818	634	740
7 London	16	....	16	.....	200	735	735	735	735	735	735
8 Ottawa	87	8	79	591	200	5,639	5,637	5,554	5,289	4,015	3,958
9 St. Catharines	9	1	8	450	181	372	372	372	372	284	344
10 St. Thomas	4	....	4	.....	200	205	205	205	205	165	205
11 Stratford	6	...	6	....	217	348	348	348	348	259	348
12 Toronto	96	27	69	300	206	4,992	4,992	4,992	4,992	3,519	4,801
Total	296	41	255	384	193	16,314	16,312	16,229	15,964	12,434	13,535

Catholic Separate Schools.

	branches of instruction.											Maps and Prizes.		Arbor Day.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	715	121	245	144	270	10	1	1	...	....	.....	58	2	.....
2	584	132	380	285	239	33	10	10	11	15	.....	73	2	59
3	245	97	168	176	495	5	4	4	.....	2	.....	57	2	54
4	290	173	206	179	373	19	22	19	7	.....	.....	57	.....	.....
5	137	89	144	161	83	12	4	4	.....	.....	.....	51	..	16
6	205	93	130	130	206	5	5	5	.....	.....	.....	31	2	16
7	273	119	165	135	136	20	20	20	1	1	....	51	2	12
8	211	96	132	136	48	21	21	21	.....	....	.....	41	1	7
9	77	53	53	16	.....	.....	6	3	.....	.....	.....	20	.....	9
10	69	20	37	37	38	...	...	.....	.....	...	.....	11	....	4
11	139	75	117	138	118	24	24	24	.. ..	8	.....	39	1	4
12	61	20	32	32	39	1	1	1	....	.....	.....	11	1	.....
13	68	38	38	52	87	.....	.....	.....	.....	.....	.....	7	....	.....
14	99	46	56	61	146	7	7	7	.....	.....	.....	39	.....	.....
15	59	37	45	75	98	10	13	13	....	13	.....	5	.....	10
16	182	77	128	93	106	8	7	7	.....	..	.. ..	51	1	.....
17	57	38	57	57	105	10	10	10	....	35	35	6	.....	.....
18	23	9	9	9	37	.....	.....	.....	.....	.....	.....	9	.....	.....
19	164	68	94	66	60	.....	.....	.....	.....	.....	.....	34	3	.....
20	21	11	4	7	.....	1	1	.....	...	.....	.....	6	.....	9
21	2,325	180	715	794	2,211	79	2	6	.....	41	.....	311	29	39
22	219	144	143	82	221	41	22	19	.....	.....	... ..	46	3	1
23	125	44	72	40	204	22	4	4	. ....	.....	.....	81	1	6
24	571	106	198	193	714	17	17	17	6	7	.....	87	5	17
25	505	132	266	155	663	8	2	.....	.....	.....	.....	69	.....	21
26	43	8	26	26	50	2	2	2	.....	.....	.....	....	.....	.....
27	293	151	211	244	211	4	4	4	....	.....	.....	68	.....	10
28	13	4	8	4	.....	.....	.....	.....	.....	.....	.....	6	1	.....
29	58	4	4	70	106	.....	....	....	.....	.....	.....	12	1	5
30	353	34	66	17	284	5	.....	.. ..	.....	.....	.....	68	....	.....
	8,184	2,209	3,949	3,614	7,343	364	209	201	25	122	35	1,405	67	299
1	139	61	139	139	471	.....	.....	.....	.....	.....	.....	30	4	.....
2	241	79	79	79	251	.. ..	.....	.....	.....	.....	.....	12	....	.....
3	239	61	116	103	317	.....	.....	.....	.....	.....	.....	10	1	.....
4	352	93	187	280	445	.....	.....	.....	.....	.....	.....	28	3	.....
5	1,642	350	705	1,642	1,642	70	70	70	42	10	.....	98	.....	.....
6	818	163	351	351	818	36	30	30	.....	10	.....	....	.....	.....
7	735	84	227	735	735	....	.....	.....	.....	.....	.....	25	1	.....
8	3,897	672	2,272	2,600	5,235	415	98	98	61	30	.....	220	20	8
9	245	93	109	137	258	.....	.....	.....	.....	.....	.....	30	.....	.....
10	165	38	73	126	206	.....	.....	.....	.....	.....	.....	8	1	.....
11	259	88	146	146	348	.....	.....	.....	.....	.....	.....	20	.....	.....
12	2,620	695	1,506	4,992	4,168	230	255	255	10	69	.....	370	.....	.....
	11,352	2,482	5,910	11,330	14,893	751	453	453	113	119	.....	851	30	8

VII.—TABLE G.—The Roman

Towns.	Teachers.					Number in the different					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Almonte	3	1	2	425	247	177	177	177	177	98	.....
2 Amherstburg	5	....	5	.....	240	282	282	282	282	282	282
3 Arnprior	5	1	4	500	202	403	403	403	390	250	390
4 Barrie	4	....	4	.....	225	228	228	228	228	228	228
5 Berlin	8	....	8	.....	153	367	367	367	367	244	367
6 Brockville	8	1	7	675	247	406	406	406	406	406	406
7 Cobourg	4	....	4	....	200	227	227	227	227	144	227
8 Cornwall	14	2	12	490	186	988	988	988	988	497	540
9 Dundas	4	....	4	.....	175	234	234	234	210	139	205
10 Galt	1	....	1	.....	325	108	108	108	45	63	84
11 Goderich	2	....	2	.....	200	71	71	71	71	71	71
12 Ingersoll	2	....	2	.....	288	105	105	105	105	80	105
13 Lindsay	7	1	6	525	225	389	389	389	389	296	389
14 Mattawa	5	1	4	650	225	317	317	317	317	238	.....
15 Newmarket	1	....	1	.....	300	68	68	68	68	48	68
16 Niagara Falls	3	....	3	.....	200	170	170	170	170	120	170
17 North Bay	3	....	3	.....	341	200	200	200	200	135	102
18 Oakville	1	....	1	.....	300	44	44	44	44	32	44
19 Orillia	4	....	4	.....	338	233	233	233	233	233	233
20 Oshawa	2	....	2	.....	200	90	90	90	90	67	90
21 Owen Sound	2	....	2	.....	193	103	103	103	103	87	103
22 Paris	2	....	2	.....	180	55	55	55	55	55	55
23 Parkhill	1	....	1	.....	325	68	68	68	68	42	68
24 Pembroke	9	1	8	600	237	529	529	529	529	529	529
25 Perth	3	....	3	.....	200	210	210	210	210	210	210
26 Peterborough	12	1	11	550	240	717	717	717	683	454	483
27 Picton	3	....	3	.....	133	47	47	47	34	24	47
28 Port Arthur	3	....	3	.....	300	153	153	153	153	112	153
29 Prescott	4	1	3	500	200	201	201	201	201	161	134
30 Rat Portage	5	....	5	.....	200	249	249	249	191	191	249
31 Renfrew	6	1	5	540	229	360	360	360	360	170	70
32 Sarnia	4	....	4	.....	225	186	186	186	186	186	186
33 Sault St. Marie	2	....	2	.....	285	130	130	130	130	57	.....
34 St. Mary's	1	...	1	.....	325	62	62	62	45	45	.....
35 Sturgeon Falls	2	....	2	.....	260	195	195	195	101	43	.....
36 Sudbury	6	....	6	.....	267	181	181	181	181	104	.....
37 Thorold	3	....	3	.....	233	131	131	131	131	113	131
38 Trenton	5	....	5	.....	250	264	264	264	264	186	264
39 Vankleekhill	6	....	6	.....	133	238	238	238	238	238	
40 Walkerton	4	....	4	.....	125	186	186	186	186	118	.....
41 Wallaceburg	2	1	1	400	275	139	139	139	139	79	139
42 Waterloo	3	....	3	.....	100	114	114	114	114	88	114
43 Whitby	1	....	1	.....	265	57	57	57	20	38	.....
Total	175	12	163	529	220	9,682	9,682	9,682	9,319	7,001	6,926
Totals.											
1 Counties, etc	281	41	240	306	215	15,624	13,730	14,254	11,179	8,096	5,376
2 Cities	296	41	255	384	193	16,314	16,312	16,229	15,964	12,434	13,535
3 Towns	175	12	163	529	220	9,682	9,682	9,682	9,319	7,001	6,926
4 Grand total, 1897	752	94	658	368	208	41,620	39,724	40,165	36,462	27,471	25,837
5 " 1896	734	98	636	357	207	40,846	39,458	39,599	36,237	28,650	23,460
6 Increase	18	...	22	11	1	774	266	626	225	.....	2,377
7 Decrease	....	4	....	.....	.....	.....	.....	.....	.....	1,179	
8 Percentage	....	13	87	.....	.....	100	97	98	88	67	62

Catholic Separate Schools.

	branches of instruction.											Maps and prizes.		
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics	Agriculture.	Number of Maps.	Number of Schools giving prizes.	Number of trees planted on Arbor Day.
1	71	53	71	53	177	..	.....	...	.....	. ...	.....	14	1	.....
2	150	64	125	282	282	28	28	28	.....	.....	.....	31	1	.....
3	268	40	82	40	390	.....	.....	.....	.....	. .	.....	12	2	.....
4	228	55	152	228	228	.....	.....	... ..	.....	.....	... ..	17	.....	.....
5	149	46	149	46	367	.....	.....	.....	.....	.....	.....	32	.....	.....
6	291	84	174	84	406	....	.....	.....	.....	.....	.....	14	.....	. .. .
7	227	49	49	49	227	....	.....	.....	.....	....	.....	10	.....	.....
8	772	96	188	344	390	.....	.....	.....	.....	.....	.....	28	.....	.....
9	125	50	85	36	180	.....	.....	.....	.....	.....	.....	20	. ...	.....
10	65	20	45	20	75	.....	.....	.....	.....	.....	.....	7	.....	.....
11	71	31	31	31	71	. ..	....	.....	... .	.....	.....	7	1	.....
12	68	25	48	.....	.....	.....	.....	.....	.....	.....	. ...	7	.....	.....
13	389	129	180	129	389	34	34	34	.....	16	.....	32	.....	.....
14	238	53	79	38	24	24	24	24	6	10	.....	24	1	... ..
15	36	8	21	8	.....	.....	.....	.....	.....	.....	.....	10	.....	.....
16	120	61	61	96	170	.....	.....	.....	.....	.....	.....	18	.....	.....
17	106	42	77	10	.....	.....	.....	.....	.....	.....	.....	15	.....	.....
18	32	16	16	32	32	...	.....	.....	....	.....	.....	6	1	.....
19	181	63	107	166	243	....	.....	.....	.....	.....	. ....	9	1	.....
20	49	22	34	22	90	.....	.....	....	.....	.....	.....	10	1	5
21	87	13	36	36	.....	.....	.....	.....	.....	.....	.....	9	1	.....
22	49	9	9	22	.....	....	....	.....	.....	.....	.....	7	1	.....
23	42	14	14	14	68	....	...	...	.....	.....	.....	9	.....	.....
24	316	113	217	113	529	..	.....	...	.....	... ..	.... .	42	.....	.....
25	110	106	106	106	210	5	.....	...	.....	.....	.....	9	.....	.....
26	355	134	212	275	283	.....	.....	.....	.....	.....	.....	48	.....	.....
27	34	17	26	17	.....	..	.....	.....	.....	.....	.....	8	.....	.... .
28	112	49	49	49	153	.....	.....	.....	.....	.....	. ...	12	1	.....
29	161	64	98	161	201	.....	.....	.....	.....	.....	.....	14	.....	.....
30	191	171	60	171	249	2	2	2	2	.....	.....	8	2	.....
31	276	118	130	46	163	25	30	30	8	16	.....	15	2	... .
32	135	58	96	58	186	.....	.....	.....	.....	....	.....	9	.....	. ...
33	57	25	25	12	.....	.....	.....	.....	.....	.....	.....	8	1	.....
34	25	11	25	25	62	.....	.....	.....	.....	.....	.....	3	.... .	.....
35	43	19	23	19	.....	.....	.....	.....	.....	. ....	.....	5	1	20
36	181	17	17	17	181	3	3	3	.....	.....	.....	5	1	.....
37	113	34	53	34	131	12	3	3	.. .	.....	.....	12	.....	.....
38	264	28	81	136	204	.....	.....	. ...	.....	.....	.....	21	.... .	.....
39	89	24	59	35	238	35	....	.....	.....	.....	.....	13	.....	10
40	72	40	72	40	156	.....	.....	.....	.....	.....	.....	12	.....	.....
41	79	25	25	25	53	7	7	7	....	.....	.....	13	1	.....
42	68	21	38	38	114	8	.....	.....	.....	....	.....	11	1	.....
43	38	20	30	20	.....	.....	.....	.....	.....	.....	.....	10	.....	.....
	6,535	2,137	3,275	3,183	6,912	183	131	131	16	42	.....	621	21	35
1	8,184	2,209	3,949	3,614	7,343	364	209	201	25	122	35	1,405	57	299
2	11,352	2,482	5,910	11,330	14,893	751	453	453	113	119	.....	851	30	8
3	6,535	2,137	3,275	3,183	6,912	183	131	131	16	42	.....	621	21	35
4	26,071	6,828	13,134	18,127	29,148	1,298	793	785	154	283	35	2,877	108	342
5	27,176	7,010	12,967	14,517	26,772	1,879	687	671	1,941	147	94	2,876	149	575
6	....	.....	167	3,610	2,376	.....	106	114	.....	136	.....	1	.....	.....
7	1,105	182	.....	.....	.....	581	.....	.....	1,787	.....	59	.....	41	233
8	63	16	32	44	70	3	2	2	.....	.....	.....	7	.....	1

VIII.—TABLE H.—The

Collegiate Institutes.	Receipts.					
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aylmer	988 54	1,481 24	1,250 00	881 00	368 74	4,969 52
2 Barrie	1,143 32	1,143 32	1,900 00	1,643 00	1,311 79	7,141 43
3 Brantford	1,281 88	.....	6,500 00	2,605 53	2,619 34	13,006 75
4 Brockville	1,172 97	1,277 00	6,300 00	156 00	1,151 20	10,057 17
5 Chatham	1,311 53	1,448 10	4,435 00	1,071 65	1,265 09	9,531 37
6 Clinton	974 83	1,242 25	1,600 00	1,104 75	1,937 79	6 859 62
7 Cobourg	1,006 19	1,006 19	2,000 00	1,239 25	737 12	5,988 75
8 Collingwood	1,016 59	1,016 59	2,000 00	1,076 00	1,361 65	6,470 83
9 Galt	1,231 99	1,231 99	2,700 00	1,941 20	1,192 34	8,297 52
10 Goderich	1,090 28	1,482 75	2,500 00	1,126 25	1,805 13	8,004 41
11 Guelph	1,122 58	.....	4,838 10	944 95	972 65	7,878 28
12 Hamilton	2,573 84	.....	22,197 99	5,258 50	678 00	30,708 33
13 Ingersoll	978 64	1,908 89	3,546 00	718 75	1,057 63	8,209 91
14 Kingston	1,345 60	76 18	7,300 00	3,280 00	630 17	12,631 90
15 Lindsay	1,307 35	2,473 00	2,826 05	2,051 50	506 60	9,164 50
16 London	1,410 20	.....	23,243 96	1,206 00	1,505 11	27,365 27
17 Morrisburg	1,089 50	2,610 00	2,000 00	797 31	1,624 22	8,121 03
18 Napanee	1,156 28	3,000 00	2,850 00	206 99	642 14	7,855 41
19 Niagara Falls	1,058 86	1,237 25	4,500 00	.....	229 63	7,025 74
20 Ottawa	1,327 36	.....	10,450 00	7,615 09	2174 11	21,566 56
21 Owen Sound	1,305 39	2,506 80	4,652 50	2,520 50	244 25	11,229 44
22 Perth	1,048 53	.....	3,971 33	454 00	589 62	6,063 48
23 Peterborough	1,288 03	.....	6,800 00	2,652 00	496 37	11,236 40
24 Ridgetown	999 53	2.294 37	1,100 00	1,138 50	1,724 12	7,256 52
25 Sarnia	1,090 05	1,669 46	4,151 75	118 00	238 75	7,268 01
26 Seaforth	1,050 29	1,883 33	1,600 00	1,353 00	1,198 40	7,085 02
27 Stratford	1,258 55	1,300 00	5,000 00	2,276 50	323 44	10,158 49
28 Strathroy	1,129 39	2,114 91	2,700 00	1,580 00	293 14	7,816 44
29 St. Catharines	1,200 89	1,766 21	5,400 00	485 00	410 89	9,262 99
30 St. Mary's	1,012 01	800 00	2,400 00	1,409 00	341 19	5,962 20
31 St. Thomas	1,293 74	1,692 83	4,891 59	987 00	232 00	9,097 16
32 Toronto (Harbord)	1,347 79	.....	10,675 66	7,503 00	2,042 94	21,569 39
33 " (Jameson)	1,321 21	.....	10,675 66	4,639 00	549 49	17,185 36
34 " (Jarvis)	1,529 78	.....	10,675 66	5,519 00	1,302 48	18,8 6 92
35 Whitby	950 07	1,608 72	2,100 00	413 75	466 45	5,538 99
36 Windsor	1,135 10	974 25	5,487 78	251 13	.....	7,848 26
37 Woodstock	1,248 48	2,273 25	4,300 00	2,349 25	260 26	10,431 24
1 Total 1897	44,597 16	43,118 83	201,519 03	70,572 35	34,483 24	394,690 61
2 " 1896	43,948 21	49,485 11	196,563 37	74,079 49	31,648 18	395,724 36
3 Increase	648 95	.....	4,955 66	.....	2,835 06	.....
4 Decrease	.....	5,966 28	.....	3,507 14	.....	1,033 75
5 Percentage	11	11	51	17	10	.....

Cost per pupil, $30.81.

Collegiate Institutes.

	Expenditure.						Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	4,215 00	57 84	76 91	619 77	4,969 52	....	$10; res. Form I, $5.
2	5,824 84	51 55	138 49	834 44	6,849 32	292 11	$10.
3	8,443 32	3,114 13	20 84	1,428 46	13,006 75	.....	Res. $10; non-res. $16.
4	6,466 66	192 89	200 71	1,571 11	8,431 37	1,625 80	Res. free; Co. pupils, $2.50.
5	7,470 00	343 42	350 23	819 98	8,983 63	547 74	City, $6; Co., $10.
6	4,445 98	580 27	80 14	640 29	5,756 68	1,102 94	$6, $8, $10.
7	4,784 50	352 35	81 93	709 81	5,9?8 59	60 16	Res. $12; non-res. $14; Co. $7.50.
8	4,850 00	281 75	18 08	928 85	6,078 68	392 15	Town, $7.50; Co. $10; outside, $15.
9	6,987 50	112 53	.....	1,192 25	8,292 28	5 24	Res. $14; non-res. $14; Co. $10.
10	5,375 00	678 54	....	715 86	6,769 40	1,235 01	Res. $5, $7, $10; non-res. $8, $10, $12; Co. $6, $8, $10.
11	5,806 00	112 86	133 16	1,526 49	7,578 51	299 77	Res. free; non-res. $20.
12	17,051 25	....	.....	13,657 08	30,708 33	.....	F. I $2.50; II, III, $10; non-res. $20.
13	4,576 56	1,835 19	115 74	1,568 33	8,095 82	114 09	$7.50.
14	10,134 05	610 55	39 62	1,722 31	12,506 53	125 37	Res. $5, $10; others, $20.
15	7,275 00	117 91	101 77	1,278 84	8,773 52	390 98	Res. $10; non-res. $20.
16	19,514 00	563 63	500 36	5,665 73	26,243 72	1,121 55	City free; Co. $1 per mo.; other Co's, F. I, $3 per mo., F. IV. $1 per mo.
17	5,109 90	.....	134 00	871 20	6,115 10	2,005 93	Res. free; others, $6.
18	5,675 42	160 58	195 75	960 98	6,992 73	862 68	Res. free; non-res. $10.
19	4,905 00	373 94	46 31	1,079 82	6,405 07	620 67	Free.
20	15,245 00	512 05	117 24	2,897 18	18,771 47	2,795 09	Ratepayers, $25; others, $40.
21	9,260 00	159 07	199 17	1,516 31	11,134 55	94 89	Res. $8, $12; non-res. $12, $18; Co. $10.
22	4,717 74	146 81	152 91	825 42	5,842 88	220 60	Res. free. non-res. $16; Co. $5.
23	8,253 50	1,125 00	106 00	1,751 90	11,236 40	.....	1st year, res. $5; non-res. $25; 2nd year, res. $10; non-res. $35.
24	4,509 89	2,130 68	.....	584 43	7,225 00	31 52	Res. $6 non-res. $10; Co. $10.
25	5,895 84	508 67	.....	475 32	6,879 83	388 18	Free.
26	4,840 00	197 68	57 74	793 53	5,888 35	1,196 07	Form I. $6; Form II. $8; Form III., IV. $10.
27	7,216 66	281 82	100 80	2,113 89	9,713 17	445 32	Res. Co. Forms II., III., IV. $10; others, $20.
28	6,350 00	201 97	117 66	1,095 63	7,765 26	51 18	$10; town pupils of Form I. free.
29	7,687 29	192 91	3 44	1,105 37	8,989 01	273 98	Non-res. $16; others, free.
30	4,804 50	77 32	41 00	875 72	5,798 54	163 66	Res. $5; non-res. $15; Co. $10.
31	7,680 00	.....	50 10	1,367 06	9,097 16	.....	Co. $10; City, Forms II., III., IV. $10; other Co's. $30.
32	16,642 00	1,217 08	103 10	3,607 21	21,569 39	.....	$26, $17, $10.
33	13,638 00	738 97	163 35	2,645 04	17,185 36	.....	$26, $17, $10; in Forms I., II $6 add. for non-res.
34	15,176 00	706 22	75 60	2,869 10	18,826 92	.....	$26, $17, $10.
35	4,410 00	224 67	107 65	796 67	5,538 99	.....	Res. $6; Co. $7.50; outside, $10.
36	5,783 33	232 78	235 02	1,597 13	7,848 26	.....	Free.
37	7,740 00	183 90	6 00	1,105 30	9,035 20	1,396 04	Res. Co. $7.50; non-res. $10.
1	288,769 73	18,377 53	3,870 82	65,813 81	376,831 89	17,858 72	10 free. 27 fee.
2	289,390 60	20,207 30	5,040 81	59,642 64	374,281 35	21,443 01	7 free. 30 fee.
3	.....	.....	.....	6,171 17	2,550 54	.....	10 free.
4	620 87	1,829 77	1,169 99	.....	.....	3,584 29	3 fee.
5	77	5	1	17	.....	.....	

VIII.—TABLE H.—The

High Schools.	Receipts.					
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria	555 79	1,105 55	3,309 00	.....	4,296 29	9,166 63
2 Almonte	667 77	667 77	2,100 88	459 00	356 00	4,251 42
3 Arnprior	586 35	586 35	1,668 95	66 00	1,348 60	4,256 25
4 Arthur	480 51	480 51	325 00	779 75	486 39	2,552 16
5 Athens	685 48	1,334 59	1,800 00	181 50	2,415 17	6,416 74
6 Aurora	601 74	700 00	800 00	596 99	138 12	2,836 85
7 Beamsville	461 50	452 88	500 00	59 00	296 22	1,769 60
8 Belleville	759 80	1,491 66	3,790 03	50 00	.....	6,091 49
9 Berlin	799 76	2,241 42	1,500 00	830 25	895 18	6,266 61
10 Bowmanville	796 58	1,230 86	2,260 00	627 05	647 86	5,562 35
11 Bradford	578 99	578 99	400 00	592 00	559 57	2,709 55
12 Brampton	815 69	1,680 69	1,000 00	1,484 00	540 43	5,520 81
13 Brighton	432 59	432 59	1,000 00	68 00	552 37	2,485 55
14 Caledonia	585 77	1,472 80	600 00	441 50	670 14	3,770 21
15 Campbellford	676 19	676 19	810 33	823 00	963 06	3,948 77
16 Carleton Place	632 81	632 81	1,562 64	322 50	2,510 73	5,661 49
17 Cayuga	511 95	1,302 12	450 00	264 00	479 33	3,007 30
18 Colborne	443 03	549 26	900 00	199 75	1,327 60	3,419 64
19 Cornwall	743 06	1,700 12	2,564 84	196 00	1,493 69	6,697 71
20 Deseronto	620 70	620 70	2,200 00	73 00	250 69	3,765 09
21 Dundas	606 15	791 11	563 00	762 00	1,468 89	4,191 15
22 Dunnville	630 18	1,918 85	.....	147 50	677 21	3,673 74
23 Dutton	520 25	500 00	500 00	585 00	1,808 57	3,913 82
24 Elora	516 88	775 88	850 00	434 50	533 92	3,111 18
25 Essex	695 44	2,108 60	1,000 00	3 46	13 85	3,821 35
26 Fergus	563 70	563 70	2,200 00	255 00	1,390 66	4,973 06
27 Forest	586 89	1,551 54	800 00	255 00	188 36	3,331 79
28 Gananoque	615 67	815 67	2,003 05	52 75	105 00	3,592 14
29 Georgetown	666 65	832 27	1,476 39	1,204 00	.....	4,179 31
30 Glencoe	649 62	879 70	900 00	730 50	280 70	3,440 52
31 Gravenhurst	934 78	.....	853 41	325 50	166 65	2,280 34
32 Grimsby	415 70	605 53	300 00	20 00	160 72	1,501 95
33 Hagarsville	606 91	1,661 96	512 10	322 00	340 61	3,443 58
34 Harriston	686 53	818 53	1,000 00	1,412 10	619 55	4,536 71
35 Hawkesbury	527 87	951 87	1,100 00	32 74	25 88	2,639 36
36 Iroquois	729 93	1,612 00	614 00	696 00	1,896 75	5,548 68
37 Kemptville	647 99	847 99	1,175 72	881 00	.....	3,552 70
38 Kincardine	772 01	1,648 55	1,350 00	763 50	402 63	4,936 69
39 Leamington	573 02	1,453 52	1,625 00	.....	277 36	3,928 90
40 Listowel	656 50	800 00	1,000 00	937 50	230 57	3,624 57
41 Lucan	576 23	937 30	400 00	888 50	145 80	2,347 83
42 Madoc	500 46	967 87	700 00	160 00	177 00	2,505 33
43 Markham	631 56	1,076 76	240 00	1,507 00	899 57	4,354 89
44 Meaford	743 69	743 69	885 00	1,044 50	550 04	3,966 92
45 Mitchell	609 30	800 00	900 90	405 50	1,159 89	3,874 69
46 Mount Forest	685 95	685 95	1,400 00	1,187 00	1,417 45	5,376 35
47 Newburgh	520 67	1,650 00	295 00	107 00	163 72	2,736 39
48 Newcastle	413 30	413 30	1,000 00	103 25	3,784 13	5,713 98
49 Newmarket	683 71	700 00	1,000 00	819 25	738 80	3,941 76
50 Niagara	422 69	422 69	600 00	.....	222 00	1,667 38
51 Niagara Falls South	582 03	582 03	866 83	.....	814 43	2,845 32
52 Norwood	637 52	871 98	1,554 12	803 00	1,064 71	4,931 33
53 Oakville	465 47	272 00	727 63	365 00	1,137 79	2,967 89
54 Omemee	435 89	435 89	.....	202 50	710 76	1,785 04

High Schools.

	Expenditure.												Charges per year.
	Teachers' salaries.		Building, rent and repairs.		Maps, apparatus, prizes and libraries.		Fuel, books and contingencies.		Total expenditure.		Balances.		
	$	c.	$	c.	$	c.	$	c.	$	c.	$	c.	
1	2,288	00	2,611	68	103	14	1,789	64	6,792	46	2,374	17	Free.
2	3,066	25	600	00	.....		243	21	3,929	46	321	96	Res. $1; Co. pupils $6.
3	2,500	00	119	02	.....		531	25	3,150	27	1,105	98	Non-res. $1 per mo.; others free.
4	1,636	00	105	74	53	36	376	70	2,171	80	380	36	$10.
5	3,816	50	17	00	55	65	2,796	17	6,185	32	231	42	Res. free; non-res. $10; Co. pupils $2.50.
6	2,238	33	54	71	46	74	461	15	2,800	93	35	92	$10.
7	1,300	00	29	89	8	54	240	79	1,579	22	190	38	Free.
8	5,100	00	345	49	18	25	627	75	6,091	49	.....		Res. free; Co. and non-res. $25.
9	4,745	25	61	00	40	44	948	75	5,795	44	471	17	Dist. and Co. $10; non-res. $15.
10	3,699	87	96	78	.....		812	93	4,609	58	952	77	F. I. 40c.; F. II. 60c.: F. III. 75c.; F. IV. 75c.
11	2,330	50	.....		.....		162	82	2,493	32	216	28	F. I. free; $10.
12	4,515	62	58	49	167	13	762	07	5,503	31	17	50	$10.
13	1,600	00	55	19	14	00	367	37	2,036	56	448	99	Res. free; non-res. $7.50.
14	2,370	67	257	18	64	32	419	97	3,112	14	658	07	$4 50.
15	3,239	52	105	50	57	97	545	78	3,948	77	.....		Res. $6; non-res. $10; Co. pupils $7.50.
16	3,220	00	71	23	25	00	460	78	3,777	01	1,884	48	Res. free; non-res. $10; Co. pupils $5.
17	2,225	00	223	76	81	84	331	72	2,862	32	144	98	$4.50.
18	1,515	00	43	17	57	86	249	35	1,865	38	1,554	26	75c. per mo.
19	3,600	00	.....		90	90	965	96	4,656	86	2,040	85	Free.
20	2,324	98	442	11	120	00	810	21	3,697	30	67	79	Free.
21	2,601	15	550	92	120	62	476	41	3,749	10	442	05	$10.
22	2,862	50	188	36	22	58	600	30	3,673	74	.....		Vill. and Co. $4.50; outside $15.
23	2,107	07	379	50	62	75	281	69	2,831	01	1,082	81	$10.
24	2,175	00	29	31	56	35	850	52	3,111	18	.....		Res. $5; non-res. and Co. $10.
25	3,095	17	142	09	176	31	339	51	3,753	08	68	27	Free.
26	2,595	00	57	78	115	29	1,832	67	4,600	74	372	32	$10.
27	2,399	00	142	42	.....		543	84	2,985	26	846	53	$1 per mo. for town pupils.
28	2,396	11	175	00	238	97	782	06	3,592	14	.....		$2.50.
29	3,296	23	193	30	30	00	659	78	4,179	31	.....		F. I. $7. all other F. $10.
30	2,685	00	187	44	32	41	521	50	3,426	35	14	17	Res. $1 per mo.; non-res. $2.
31	1,223	10	523	55	102	49	355	50	2,204	64	75	70	$10.
32	1,300	00	32	99	.....		168	96	1,501	95	.....		Free.
33	2,413	00	254	69	191	11	571	13	3,428	93	14	65	$4.50.
34	3,259	35	68	05	.....		1,185	11	4,512	51	24	20	Res. and Co. pupils $10; non-res. $15.
35	2,008	55	200	00	.....		354	68	2,563	23	76	13	Town and Co. free; outside Co. $1 per mo.
36	3,275	00	115	80	91	02	1,285	06	4,766	88	781	80	$6.
37	2,967	50	13	50	40	64	531	06	3,552	70	.....		Co. pupils $2.50; non-res. $15.
38	4,000	00	34	93	94	91	449	31	4,579	15	357	54	Co. pupils $10; H. S. dist. pupils $8.
39	2,950	00	226	92	112	13	359	61	3,648	66	280	24	Free.
40	2,750	00	110	00	70	00	665	16	3,595	16	29	41	Co. $10; other counties $12.
41	2,060	00	60	70	97	81	528	19	2,746	70	201	13	$10.
42	1,851	68	73	04	40	25	222	66	2,187	63	317	70	$7.
43	3,150	00	183	45	156	29	485	75	3,975	49	379	40	$10.
44	2,837	79	71	45	.....		848	04	3,757	28	209	64	Res. $8; Co. $10.
45	2,575	20	93	18	26	56	1,169	35	3,864	29	10	40	Res. $6; non-res. $10.
46	2,895	83	27	80	22	60	2,376	91	5,323	14	53	21	$10.
47	2,150	00	132	95	26	91	351	32	2,661	18	75	21	Free.
48	1,308	34	3,436	64	207	67	761	33	5,713	98	.....		Co. and non-res. $7.50.
49	2,500	00	25	27	309	76	1,106	73	3,941	76	.....		$10.
50	1,400	00	60	16	.....		198	92	1,659	08	8	30	Free.
51	2,199	99	45	30	45	38	444	86	2,735	53	109	79	Free.
52	2,493	67	812	28	.....		560	40	3,868	35	1,062	98	Non-res. $15; res. and Co. $9.
53	1,800	00	36	58	71	66	226	58	2,134	82	833	07	Res. $5; non-res. $8.
54	1,452	30	72	25	45	63	185	83	1,756	01	29	03	Res. $5; non-res. $10.

VIII.—TABLE H —The

	High Schools.	Receipts.					
		Legislative grant.	Municipal grants (county).	Municipal grants (local).	Fees.	Balance and other sources.	Total receipts.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55	Orangeville	741 70	1,050 00	1,521 00	1,299 00	406 06	5,017 76
56	Orillia	824 11	824 11	2,600 00	1,139 00	338 63	5,725 85
57	Oshawa	706 35	1,302 86	2,579 00	961 75	4 00	5,453 96
58	Paris	588 00	999 89	1,800 00	143 00	775 09	4,305 98
59	Parkhill	593 49	688 14	903 00	508 00	385 25	3,077 88
60	Pembroke	647 74	647 74	3,157 00	99 00	192 11	4,743 59
61	Petrolea	736 19	1,712 22	3,100 00	149 00	1,669 63	7,767 04
62	Picton	788 57	2,302 00	2,500 00	12 00	963 57	6,566 14
63	Port Arthur	985 79	....	1,850 40	45 44	1,698 26	4,579 89
64	" Dover	427 32	427 32	693 23	48 00	.....	1,595 87
65	" Elgin	597 83	898 99	1,100 00	613 50	119 63	3,329 95
66	" Hope	714 44	1,709 41	4,034 81	1,137 25	203 00	7,798 91
67	" Perry	668 19	1,268 23	1,314 59	446 50	345 67	4,043 18
68	" Rowan	416 51	416 51	.....	.....	800 15	1,633 17
69	Prescott	594 84	400 00	1,834 66	125 50	33 09	2,988 09
70	Renfrew	624 25	1,328 15	2,934 47	133 75	378 05	5,398 67
71	Richmond Hill	436 30	700 00	300 00	523 50	5,502 23	7,462 03
72	Simcoe	747 64	1,551 82	2,260 14	13 00	169 00	4,741 60
73	Smith's Falls	657 55	657 55	1,993 86	222 50	130 00	3,663 46
74	Smithville	479 64	454 70	350 00	....	1,082 96	2,367 30
75	Stirling	450 83	1,212 18	1,000 00	.....	109 44	2,772 45
76	Streetsville	428 95	428 95	250 00	348 50	684 54	2,140 94
77	Sydenham	550 61	1,600 00	.....	468 00	212 17	2,830 78
78	Thorold	550 19	549 19	500 00	28 00	1,252 75	2,880 13
79	Tilsonburg	589 96	557 96	2,200 00	170 50	27	3,518 69
80	Toronto Junction	739 34	575 00	3,000 00	1,904 25	760 76	6,979 35
81	Trenton	592 08	678 76	2,205 12	222 88	765 82	4,464 66
82	Uxbridge	617 08	1,019 64	570 00	516 75	610 18	3,333 65
83	Vankleekhill	612 89	1,361 51	1,200 00	315 00	575 94	4,065 34
84	Vienna	464 34	464 34	600 00	41 00	235 15	1,804 83
85	Walkerton	800 86	1,718 23	1,280 00	1,168 78	356 33	5,324 20
86	Wardsville	419 24	419 24	540 00	182 55	686 23	2,247 26
87	Waterdown	447 09	947 09	250 00	178 00	359 08	2,181 26
88	Waterford	626 27	1,585 06	1,000 00	25 55	264 64	3,501 52
89	Watford	642 33	1,286 08	1,050 00	295 00	1,280 77	4,554 18
90	Welland	646 40	1,572 75	1,650 00	93 00	.....	3,962 15
91	Weston	493 81	778 56	350 00	428 00	151 81	2,232 18
92	Wiarton	565 09	565 09	1,452 84	363 75	297 05	3,243 82
93	Williamstown	491 83	1,014 99	1,408 00	92 00	1,934 07	4,940 89
1	Total, 1897	56,652 84	89,209 85	117,167 04	40,287 04	69,479 79	372,796 46
2	" 1896	56,045 43	94,526 71	140,816 14	41,703 64	77,815 05	410,906 97
3	Increase	607 41	.....	.....	.....	.....	.....
4	Decrease	.....	5,316 86	23,649 10	1,416 60	8,335 26	38,110 51
5	Percentage	15	24	33	10	19	.....

Cost per pupil, $27.84.

High Schools.

	Expenditure.						Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
55	3,813 46	267 26	90 96	404 17	4,575 85	441 91	$10.
56	4,195 49	357 67	350 00	538 34	5,441 50	284 35	Res. $5 ; all others $10.
57	4,095 96	79 64	14 25	885 04	5,074 89	379 07	$7.50.
58	2,781 20	238 40	116 45	572 48	3,707 53	598 45	Res. free ; Co. and others $10.
59	1,640 00	224 54	49 74	373 37	2,287 65	790 23	F. I., II. $6 ; F. III. $8 ; Co. pupils $10.
60	3,200 00	875 28	23 55	598 85	4,697 68	45 91	Free.
61	4,000 00	629 55	12 40	525 13	5,167 08	2,199 96	Free.
62	4,400 00	313 75	89 42	1,762 97	6,566 14	.....	Co. and town Free ; outside $1 per month.
63	2,427 59	9 00	.....	770 28	3,206 87	1,373 02	Free.
64	1,209 43	18 00	107 50	260 94	1,595 87	.....	Free.
65	2,537 13	.....	57 04	342 18	2,936 35	393 60	Co. and non-res. $10 ; res. $6.50, except F, II. which is $3 50.
66	4,216 67	2,609 86	128 43	843 95	7,798 91	.....	Co. $7.50 ; town $9 ; others $9.
67	3,321 65	46 03	3 50	672 00	4,043 18	.....	Res. and Co. pupils $7.50 ; non-res. $10.
68	1,309 88	145 19	28 10	150 00	1,633 17	.....	Free.
69	2,116 65	23 72	91 49	705 17	2,937 03	51 06	Non-res. $7.50.
70	3,056 74	.....	29 66	1,949 44	5,035 84	357 83	Free.
71	1,600 00	4,817 95	55 00	27 32	6,500 27	961 76	$10.
72	3,675 00	139 25	112 57	814 78	4,741 60	.....	Free to Simcoe and Co. ; non-res. $1 per mo.
73	3,039 00	234 50	.....	389 96	3,663 46	.....	Free town ; Co. $5 ; cutside $10.
74	1,540 00	40 23	36 88	214 67	1,831 78	525 52	Free.
75	1,650 00	333 00	22 90	385 07	2,390 97	381 48	Free.
76	1,430 00	21 35	.....	228 57	1,679 92	461 02	$5.
77	2,300 00	21 15	128 86	214 25	2,664 26	166 52	Co. pupils $5 ; others $10.
78	2,200 00	67 85	29 03	431 02	2,727 90	152 23	Free.
79	2,443 80	246 32	128 06	445 48	3,263 66	265 03	F. I. free ; F. II. III. $6 per an.
80	5,106 26	352 22	.....	1,494 26	6,952 74	26 61	$10, $15.
81	2,425 12	41 45	36 05	1,515 40	4,018 02	446 64	Co. pupils $37 ; outside Co. $5 per term.
82	2,833 20	102 61	.....	394 83	3,330 64	3 01	Res. 5 ; non-res. $7.50.
83	2,685 00	490 58	24 80	568 43	3,768 81	296 53	Non-res. $10.
84	1,284 73	63 46	1 00	187 73	1,536 92	267 91	Dist. and non-res. free ; Co. $10 per mo.
85	4,231 50	.....	85 03	438 00	4,754 53	569 67	$10.
86	1,316 66	36 13	34 82	847 42	2,235 03	12 23	Res. $3 ; non-res. $10 ; Co. $10.
87	1,905 00	76 10	20 16	180 00	2,181 26	.....	$5.
88	2,203 36	385 53	2 00	479 47	3,070 36	431 16	Res. and Co. free ; non-res. $36.
89	2,690 00	49 40	28 00	998 23	3,765 63	788 55	$10.
90	2,885 00	121 27	17 28	774 15	3,797 70	164 45	Free.
91	1,700 00	41 02	63 03	283 75	2,087 80	114 38	$10.
92	2,143 61	654 58	56 15	389 48	3,243 82	.....	Res. $5 ; Co. and non-res. $10.
93	2,674 89	20 03	16 30	1,880 77	4,591 99	348 90	Free.
1	244,067 00	28,249 41	5,703 65	61,124 45	339,144 51	33,651 95	33 free. 60 fee.
2	243,374 24	64,456 16	5,149 79	62,708 76	375,688 95	35,218 02	37 free. 56 fee.
3	692 76	.....	553 86	.....	.....	.....	4 free.
4	.....	36,206 75	.....	1,584 31	36,544 44	1,566 07	4 fee.
5	73	8	1	18	.....	.....	

IX —TABLE I—

Collegiate Institutes.	Pupils.				Number of pupils				
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary reading in English Literature.
1 Aylmer	78	66	144	93	95	95	144	144	144
2 Barrie	167	99	266	155	196	280	266	266	266
3 Brantford	164	183	347	209	234	245	343	343	343
4 Brockville	150	180	330	224	246	246	330	330	330
5 Chatham	163	174	337	221	337	274	337	337	337
6 Clinton	127	100	227	140	163	165	227	227	65
7 Cobourg	85	77	162	120	136	136	162	162	162
8 Collingwood	119	125	244	137	172	215	244	244	244
9 Galt	130	133	263	147	204	239	263	256	256
10 Goderich	100	128	228	146	170	187	228	228	228
11 Guelph	151	153	304	193	214	214	304	304	304
12 Hamilton	372	411	783	519	253	700	773	773	773
13 Ingersoll	79	73	152	92	121	121	151	151	140
14 Kingston	226	332	558	342	450	551	551	543	555
15 Lindsay	187	149	336	193	294	312	336	336	336
16 London	540	476	1,016	643	758	758	975	983	983
17 Morrisburg	121	114	235	157	235	175	235	235	235
18 Napanee	101	146	247	172	193	201	247	247	247
19 Niagara Falls	111	131	242	134	172	185	242	242	242
20 Ottawa	251	173	424	256	312	312	424	424	424
21 Owen Sound	209	208	417	237	417	345	417	417	417
22 Perth	98	135	233	142	193	293	231	231	231
23 Peterborough	167	158	325	210	265	292	320	320	320
24 Ridgetown	96	99	195	110	149	163	195	195	195
25 Sarnia	120	152	272	151	243	257	272	272	269
26 Seaforth	101	107	208	125	151	151	208	205	151
27 Stratford	154	146	300	181	236	236	300	300	300
28 Strathroy	119	135	254	166	224	149	244	244	244
29 St. Catharines	149	172	321	186	243	243	321	321	321
30 St. Marys	124	117	241	149	172	184	238	233	233
31 St. Thomas	180	190	370	241	285	295	370	370	370
32 Toronto (Harbord)	259	284	543	332	346	349	543	543	543
33 " (Jameson)	205	197	402	230	319	319	402	402	402
34 " (Jarvis)	226	270	496	283	321	331	496	496	496
35 Whitby	69	102	171	105	141	141	171	171	171
36 Windsor	129	141	270	152	171	171	270	270	251
37 Woodstock	169	176	345	194	210	230	337	337	337
1 Total, 1897	5,996	6,212	12,208	7,487	9,081	9,610	12,107	12,097	11,860
2 " 1896	5,892	6,322	12,214	7,570	8,839	10,865	12,185	12,176	11,885
3 Increase	104				192				
4 Decrease		110	6	83		1,255	78	79	25
5 Percentage	49	51			74	79	99	99	97
6 Percentage of average attendance to total attendance	61								

at the different branches of Instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1	95	144	61	68	95	144	97	19	84	49	95
2	203	266	77	89	229	264	225	19	147	70	143
3	238	260	95	176	260	342	342	22	163	77	191
4	246	281	84	330	246	330	196	35	159	68	142
5	274	274	73	337	274	335	262	14	155	57	181
6	163	162	80	209	158	227	227	18	106	67	107
7	186	162	15	107	136	162	55	11	61	30	64
8	215	220	73	117	221	244	195	15	146	61	154
9	54	184	30	168	234	258	258	12	55	40	145
10	145	215	80	220	187	222	140	20	110	60	110
11	214	304	90	138	214	304	166	28	113	72	151
12	462	530	174	253	498	772	519	128	340	200	425
13	121	134	39	100	121	151	66	13	53	36	111
14	299	247	106	176	493	545	247	12	242	89	194
15	312	322	106	177	312	336	236	11	269	62	210
16	910	910	167	540	758	980	481	76	310	207	583
17	203	205	86	92	205	235	205	30	175	58	146
18	198	247	54	127	201	247	132	19	88	42	132
19	185	226	70	103	185	242	139	34	96	41	138
20	312	424	112	312	312	424	424	37	96	80	157
21	215	407	202	116	342	417	295	54	210	162	207
23	150	164	49	142	205	232	84	9	54	32	135
23	292	369	56	292	292	320	230	16	68	39	186
24	163	178	70	88	163	195	122	19	107	64	112
25	252	257	39	189	257	270	169	9	102	24	147
26	151	161	47	97	151	208	208	13	30	47	127
27	236	236	100	155	254	300	186	28	122	57	162
28	149	190	85	190	151	240	195	25	145	75	95
29	243	278	78	321	243	321	130	30	62	50	203
30	184	217	81	123	188	233	177	31	146	44	132
31	285	310	85	370	295	370	219	25	114	53	199
32	317	348	189	119	405	543	460	86	192	156	222
33	172	354	113	319	319	402	323	30	228	82	115
34	496	496	175	145	331	496	496	66	242	105	170
35	141	171	30	141	141	171	121	13	50	21	115
36	225	246	41	171	229	265	139	17	90	34	201
37	230	268	127	145	255	338	223	36	156	92	146
1	8,883	10,367	3,239	6,962	9,560	12,085	8,389	1,080	5,086	2,623	6,253
2	9,640	11,737	3,621	7,927	10,475	12,150	7,882	1,239	5,085	2,784	7,066
3	.....	.....	.....	.....	.....	.....	507	.....	1	.....	.....
4	757	370	382	965	915	65	.....	159	.....	161	813
5	73	85	27	57	78	99	69	9	42	23	51

IX.—TABLE I—

Collegiate Institutes.	Number of pupils in the different branches of Instruction.										
	Zoology.	Latin.	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.
1 Aylmer	12	132	3	43	28	77	77	.....	80	.....	130
2 Barrie	3	162	10	184	19	33	116	33	116	.....	158
3 Brantford	8	261	21	265	126	69	167	69	176	.....	155
4 Brockville	4	250	8	386	140	131	130	20	134	....	330
5 Chatham	5	299	51	185	47	84	149	.....	149	.....	337
6 Clinton	11	188	14	140	59	56	94	.....	94	.....	115
7 Cobourg	6	128	23	142	27	107	107	.....	107	.....	80
8 Collingwood	5	119	13	45	19	192	192	25	192	.....	219
9 Galt	2	165	22	104	110	87	107	46	163	.....	104
10 Goderich	5	130	12	119	21	80	112	.....	112	.....	85
11 Guelph	7	215	18	230	103	214	138	.....	138	.....	294
12 Hamilton	40	619	48	542	314	334	141	40	334	.....	750
13 Ingersoll	5	104	2	118	53	100	100	..	100	.....	78
14 Kingston	6	352	26	353	182	310	195	85	310	.....	....
15 Lindsay	2	198	17	166	54	100	197	7	177	.....	187
16 London	33	825	35	410	88	540	540	160	540	.....	912
17 Morrisburg	9	190	20	147	42	93	93	100	92	30	235
18 Napanee	9	211	12	185	34	80	127	46	127	....	226
19 Niagara Falls	9	178	28	140	31	103	140	63	127	.....	208
20 Ottawa	7	288	55	317	113	211	211	65	211	.....	361
21 Owen Sound	38	250	23	90	48	67	111	25	111	.....	300
22 Perth	2	176	22	118	18	64	90	.....	154	.....	205
23 Peterborough	3	250	3	240	65	223	223	.....	226	.....	.....
24 Ridgetown	6	170	12	78	20	98	106	.....	106	.....	185
25 Sarnia	.....	198	21	142	39	113	189	.....	189	.....	252
26 Seaforth	10	125	20	164	39	97	105	.....	105	.....	93
27 Stratford	3	253	34	204	77	158	151	45	151	.....	150
28 Strathroy	15	145	10	105	42	159	80	45	80	.....	102
29 St. Catharines	12	302	23	202	117	191	191	.....	191	.....	285
30 St. Marys	4	202	27	161	46	123	123	.....	123	.....	200
31 St. Thomas	5	224	33	170	60	151	224	80	224	.....	180
32 Toronto (Harbord)	21	415	70	489	225	56	199	85	241	.....	222
33 " (Jameson)	21	351	42	315	142	148	172	55	178	.....	165
34 " (Jarvis)	7	334	30	390	179	321	165	12	181	.....	438
35 Whitby	4	105	8	50	10	50	90	50	90	.....	155
36 Windsor	6	220	20	160	40	45	160	.....	165	.....	137
37 Woodstock	16	225	35	154	92	146	140	50	145	.....	290
1 Total, 1897	361	8,954	871	7,453	2,869	5,204	5,652	1,206	6,144	30	8,313
2 " 1896	430	7,960	864	7,134	2,454	4,814	6,357	1,076	6,590	.....	8,245
3 Increase	.....	994	7	319	415	390	.....	130	.....	30	68
4 Decrease	69	.....	.....	.....	.....	.....	705	.....	446	.....	.....
5 Percentage	3	73	7	61	24	43	47	10	50	.....	68

The Collegiate Institutes.

	Calisthenics.	Gymnastics.	Examinations, etc.											
			How many pupils obtained Commercial Diplomas in 1897.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation Examination at any University.	No. passed the Senior Matriculation Examination at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1897.	No. passed Matriculation Examination, Medical Council, 1897.	No passed the Preliminary Examination for a Student in Surveying, 1897.
1	130	70	....	11	7	5	6	.....	.....	8	8	.....	.....	....
2	90	158	....	19	37	4	.....	.....	.....	.....	.....	.....	.....	.....
3	173	155	1	14	23	7	6	2	.....	.....	.....	.....	.....	2
4	.....	.....	.....	18	24	5	4	3	.....	.....	.....	.....	.....	.....
5	337	337	.....	23	22	8	4	4	1	.....	4	.....	.....	.....
6	87	115	.....	14	21	3	3	.....	.....	3	1	.....	1	.....
7	71	80	.....	13	11	5	1	.....	1	3	4	.....	.....	.....
8	219	.....	.....	9	27	4	.....	3	.....	8	3	.....	.....	.....
9	125	104	....	15	10	4	9	...	.....	.....	2	.....	.....	.....
10	102	85	... ..	10	23	8	4	1	1	3	.....	.....	.....	.....
11	294	294	...	28	23	7	7	7	....	1	4	.....	.....	.....
12	....	.....	.....	... ..	76	49	17	20	.....	9	23	....	7	.....
13	72	79	.....	9	16	1	1	... ..	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	6	20	7	16	4	.....	.....	....	.....	.....	.....
15	149	125	.....	19	34	4	6	6	.....	2	...	3	2	.....
16	912	912	.....	70	64	20	15	1	1	18	7	.....	.....	.....
17	114	235	... ..	15	23	7	6	6	1	.....	.....	.....	2	.....
18	226	140	.....	11	13	7	2	.....	.....	.....	.....	.....	.....	.....
19	208	208	2	...	10	23	5	10	.....	6	9	.....	.....	.....
20	153	234	.....	19	25	5	10	16	.....	4	4	1	1	.....
21	300		....	34	55	22	3	3	.....	6	2	.....	1	.....
22	205	205	.....	19	17	1	6	.....	.....	.....	4	.....	.....	.....
23	325	...	.....	23	18	5	6	.....	.....	2	3	.....	.....	.....
24	185	185	.....	12	16	6	4	4	....	2	4	.....	2	.....
25	140	112	.....	1	13	1	1	2	....	1	11	.....	.....	.....
26	107	101	....	8	14	3	8	.....	.....	.....	2	.....	.....	.....
27	144	...	. .	18	27	8	7	.....	.....	.....	.....	.....	1	.....
28	125	102	.. ..	31	30	8	8	.....	.....	3	8	.....	2	.....
29	158	127	.....	8	10	8	15	10	1	10	9	.....	1	1
30	200	200	.....	19	26	12	16	16	.....	9	8	.....	2	.....
31	190	180	....	.....	.....	.....	.....	2	. ..	....	.....	.....	..	.....
32	267	223	3	3	26	19	22	.....	.....	19	15	.....	.....	.....
33	205	165	2	8	18	9	12	.....	.....	23	12	.....	.....	.....
34	438	438	1	22	47	32	20	7	.....	6	23	4	12	3
35	155	155	.....	4	7	5	1	1	....	.....	.....	.....	.....	.....
36	266	126	...	7	6	1	2	.....	2	1	1	1	1	1
37	290	290	.....	20	29	10	17	....	.....	4	7	.....	.....	.....
1	7,162	5,939	9	560	865	393	270	128	8	151	178	9	35	7
2	8,342	7,030	149	404	871	250	181	109	21	169	202	6	28	7
3	.....	.....	.....	56	....	83	89	19	..	.....	..	3	7	.....
4	1,180	1,091	140	.....	6	.....	.....	..	13	18	24	.....	.....	.....
5	59	49	....	5	7	3	2	1	.....	1	1	.....	.....	....

IX.—TABLE I.—

High Schools.	Pupils.								
	Boys.	Girls.	Total.	Average Attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
1 Alexandria	51	58	109	67	109	109	109	109	109
2 Almonte	86	66	152	91	120	132	152	152	152
3 Arnprior	52	73	125	73	93	95	105	105	105
4 Arthur	44	62	106	61	97	91	106	106	106
5 Athens	88	99	187	120	144	155	187	187	187
6 Aurora	46	48	94	56	94	73	94	94	94
7 Beamsville	37	34	71	42	58	58	71	71	.....
8 Belleville	148	198	346	191	344	272	344	344	344
9 Berlin	90	56	146	80	127	132	145	145	145
10 Bowmanville	63	92	155	93	113	113	155	155	144
11 Bradford	59	60	119	65	98	102	116	116	116
12 Brampton	110	102	212	132	140	180	212	212	155
13 Brighton	38	36	74	41	53	53	74	74	74
14 Caledonia	64	75	139	84	107	107	138	138	31
15 Campbellford	85	82	167	91	107	144	167	167	167
16 Carleton Place	69	90	159	98	159	140	159	159	159
17 Cayuga	51	31	82	55	56	56	82	82	82
18 Colborne	39	32	71	44	56	71	71	71	19
19 Cornwall	103	128	231	134	231	212	231	231	139
20 Deseronto	38	74	112	64	99	109	112	112	56
21 Dundas	65	62	127	73	101	110	127	127	127
22 Dunnville	66	75	141	82	123	123	140	140	140
23 Dutton	42	48	90	55	55	80	90	90	90
24 Elora	51	43	94	50	83	83	92	86	92
25 Essex	46	61	107	71	72	72	107	107	107
26 Fergus	93	98	191	118	191	191	191	191	191
27 Forest	52	57	109	62	92	100	108	108	108
28 Gananoque	44	81	125	81	97	98	125	125	125
29 Georgetown	90	64	154	93	86	104	154	154	139
30 Glencoe	72	43	115	68	87	87	115	115	115
31 Gravenhurst	36	39	75	36	56	57	74	74	74
32 Grimsby	34	34	68	35	68	62	68	68	68
33 Hagarsville	49	59	108	68	71	78	105	105	108
34 Harriston	87	69	156	95	98	122	156	152	152
35 Hawkesbury	32	37	69	37	67	67	68	69	68
36 Iroquois	79	81	160	101	126	143	153	153	153
37 Kemptville	94	105	199	115	127	138	199	199	199
38 Kincardine	60	66	126	78	97	97	126	126	126
39 Leamington	65	51	116	64	95	95	95	95	115
40 Listowel	84	52	136	84	83	107	136	136	136
41 Lucan	67	49	116	49	81	81	116	116	116
42 Madoc	42	38	80	52	55	57	80	80	80
43 Markham	121	110	231	120	99	135	231	231	231
44 Meaford	76	77	153	92	95	107	153	153	153
45 Mitchell	48	52	100	67	81	84	100	100	95
46 Mount Forest	85	72	157	101	128	136	157	157	157
47 Newburgh	69	73	142	89	142	115	142	142	142
48 Newcastle	26	24	50	32	36	36	50	50	34
49 Newmarket	54	55	109	69	64	97	108	109	109
50 Niagara	21	26	47	27	42	42	47	47	47
51 Niagara Falls South	59	55	114	64	110	110	114	114	114
52 Norwood	72	74	146	90	104	104	140	140	140
53 Oakville	25	47	72	43	60	66	66	66	66

The High Schools.

No of pupils in the different branches of Instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1	98	98	26	50	98	109	109	.....	98	107	81
2	132	150	41	95	132	152	49	9	135	21	46
3	110	91	18	92	120	123	59	2	43	14	93
4	84	91	19	69	91	106	49	.....	49	19	87
5	155	155	75	74	155	187	143	.....	106	56	97
6	73	73	20	41	73	94	53	2	40	19	42
7	58	58	18	47	58	71	43	.....	31	17	47
8	262	304	55	195	304	344	344	15	140	65	205
9	132	136	30	92	132	145	84	6	47	22	56
10	113	48	42	76	113	155	79	11	42	31	80
11	102	102	26	68	102	119	67	.....	106	26	74
12	183	212	72	103	180	212	162	20	59	48	103
13	53	53	21	28	53	70	42	.....	27	21	28
14	107	45	31	62	107	138	138	.....	76	25	114
15	107	167	60	167	147	167	122	13	87	47	75
16	140	140	19	102	140	159	57	.....	38	15	23
17	56	60	26	30	56	80	50	4	48	23	58
18	37	56	15	19	56	71	52	.....	39	17	23
19	212	112	33	231	200	231	135	.....	120	38	185
20	109	56	21	71	109	112	112	3	56	17	75
21	49	101	27	83	110	23	73	.....	63	25	120
22	113	124	18	95	121	137	60	9	66	13	98
23	64	64	35	22	80	90	70	.....	62	33	21
24	50	83	22	50	83	92	59	4	50	22	53
25	72	78	29	35	72	107	75	6	60	35	50
26	191	191	61	191	181	191	124	10	124	61	80
27	49	100	28	50	100	108	101	.....	66	31	40
28	98	98	27	60	98	125	65	.....	42	28	60
29	104	119	65	44	104	154	154	15	79	54	48
30	87	51	28	47	87	115	68	117	48	25	49
31	57	57	18	24	57	74	50	.....	59	18	28
32	62	62	6	38	62	68	30	.....	23	6	38
33	78	78	34	45	78	105	65	.....	54	36	54
34	48	152	66	48	122	150	124	28	127	58	71
35	67	67	8	50	67	68	68	.....	24	2	50
36	149	153	47	80	144	153	123	9	101	44	93
37	127	143	72	56	138	199	167	16	124	68	67
38	102	102	46	56	102	122	91	18	77	20	58
39	95	95	20	70	95	115	53	2	37	13	56
40	107	107	53	52	107	136	101	5	93	53	68
41	81	81	35	50	81	116	116	.....	84	35	75
42	55	55	25	80	55	80	55	.....	80	25	57
43	155	176	75	99	155	231	231	21	116	63	159
44	141	153	74	153	110	153	114	20	84	65	89
45	87	87	25	62	87	100	100	5	56	21	53
46	128	128	46	128	128	157	157	6	79	40	111
47	115	47	27	68	115	142	74	.....	56	24	71
48	36	50	14	50	36	50	50	2	36	12	36
49	97	97	39	56	97	107	85	.....	48	41	64
50	42	42	5	29	42	47	18	.....	13	4	29
51	112	112	20	...	112	114	57	.....	50	20	90
52	104	104	50	104	140	140	107	.....	105	42	105
53	56	56	20	66	66	68	50	.....	39	19	[illegible]

IX.—TABLE I.—

High Schools.	Number of pupils in the different branches of Instruction.											
	Zoology.	Latin.	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.	Calisthenics.
1 Alexandria	.....	103	2	107	12	69	69	.....	69	....	51	58
2 Almonte	.....	109	17	74	26	105	105	....	90	.....	.....	...
3 Arnprior	.....	85	11	81	16	69	50	.....	84	....	49	70
4 Arthur	.....	106	.....	47	3	69	69	....	69	.....	...	....
5 Athens	.....	154	25	120	17	74	74	.....	74	.....	187	
6 Aurora	.....	81	2	34	8	41	41	....	41	.....	94	48
7 Beamsville	.....	62	4	36	14	39	47	.....	47	.....	..	....
8 Belleville	1	190	2	190	10	81	195	.....	195	....	128	....
9 Berlin	1	82	11	34	113	47	63	.....	84	.....	77	47
10 Bowmanville	.....	136	6	66	45	76	76	.....	76	....	...	....
11 Bradford	.....	86	.....	53	16	68	68	36	68	.....	42	....
12 Brampton	2	185	22	175	56	90	103	.....	103	.....	..	....
13 Brighton	.....	62	2	59	19	28	28	.....	28	.....	.....	....
14 Caledonia	1	112	5	20	....	62	62	.....	62	.....	.....	....
15 Campbellford	.....	53	.....	47	18	52	55	.....	55	.....	.....	....
16 Carleton Place	.....	150	10	100	50	100	100	.....	100	....	..	...
17 Cayuga	.....	67	4	67	2	30	30	.....	30	.....	51	31
18 Colborne	.....	58	.....	41	24	19	19	.....	19	....	....	....
19 Cornwall	.....	200	6	88	47	170	170	.....	170	.....	.....	....
20 Deseronto	.....	64	1	41	.....	71	71	.....	71	.....	97	97
21 Dundas	.....	120	5	109	13	100	100	.....	83	....	50	47
22 Dunnville	.....	121	8	59	30	94	94	12	92	.....	57	43
23 Dutton	....	77	2	32	....	35	35	4	23	.....	28	36
24 Elora	1	86	....	76	21	28	38	17	61	....	37	
25 Essex	6	65	3	33	22	32	35	.....	35	....	101	101
26 Fergus	1	170	15	130	15	67	67	....	67	.....	.....	....
27 Forest	.....	91	2	14	26	50	50	8	50	.....	....	
28 Gananoque	.....	98	4	115	50	60	60	.....	60	.....	125	126
29 Georgetown	.....	114	2	111	27	37	37	.....	37	.....	90	64
30 Glencoe	3	65	10	50	10	47	47	.....	47	.....	87	115
31 Gravenhurst	... ..	24	.....	11	8	24	25	.....	24	.....	.....	....
32 Grimsby	.....	60	1	20	14	38	38	.....	38	.. ..	47	47
33 Hagarsville	.....	83	2	45	23	45	45	...	45	...	.	....
34 Harriston	14	118	9	75	44	45	31	.....	31	...	80	76
35 Hawkesbury	.....	56	6	25	1	50	50	....	50	.....	32	36
36 Iroquois	2	130	1	72	41	48	78	....	78	....	....	.. .
37 Kemptville	.....	104	6	72	24	56	60	.	59	....	.	....
38 Kincardine	....	116	20	114	21	56	56	....	56		106	106
39 Leamington	.....	86	.....	56	30	39	70	.....	70	....	65	51
40 Listowel	.....	110	6	108	27	52	52	....	52	...	75	48
41 Lucan	....	115	2	85	1	50	50	....	50	....	.....	.....
42 Madoc	.....	60	.....	12	.. ..	32	32	.....	32	....	....	
43 Markham	9	210	11	131	10	99	99	.....	150	.....	.....	30
44 Meaford	7	109	3	61	22	70	70	65	70	.....	141	141
45 Mitchell	.....	54	.....	21	18	62	62	.....	61	.....	48	52
46 Mount Forest	3	102	3	43	16	90	90	...	90	.....	151	151
47 Newburgh	.....	121	2	85	24	68	68	....	68	.....	. ..	....
48 Newcastle	.....	35	....	25	10	15	17	.....	15	.....	.....	20
49 Newmarket	.....	87	5	65	16	40	56	....	56	... .	109	109
50 Niagara	.....	24	1	39	8	29	29	8	29	25	21	25
51 Niagara Falls South	.....	60	2	15	15	75	75	60	75	.....	59	57
52 Norwood	.....	146	2	102	10	106	110	.....	105	.....	110	110
53 Oakville	.....	34	5	24	.....	30	33	.....	31	....	.....	....

The High Schools.

		Examinations, etc.												
	Gymnastics.	How many pupils obtained Commercial Diplomas in 1897.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation at any University.	No. passed the Senior Matriculation at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors	No. passed Matriculation Examination, Law Society, 1897.	No. passed Matriculation Examination, Medical Council, 1897.	No passed the Preliminary Examination for a Student in Surveying, 1897.
1	.....	.....	15	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	6	11	2	4	.....	.....	2	7	.....	.....	.....
3	.....	.....	2	2	1	1	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	10	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	19	16	.....	4	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	7	5	1	2	.....	.....	.....	.....	.....	.....	.....
7	.....	20	3	7	.....	2	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	5	13	1	4	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	4	7	.....	4	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	16	.....	1	1	.....	1	.....	.....	.....	.....
11	.....	.....	11	10	.....	2	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	10	28	5	7	2	.....	4	1	.....	.....	.....
13	.....	.....	10	6	.....	2	2	.....	.....	.....	.....	.....	.....
14	.....	.....	8	7	.....	1	.....	.....	3	.....	.....	.....	.....
15	.....	19	6	20	3	2	2	.....	.....	.....	.....	.....	.....
16	.....	.....	15	13	.....	1	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	10	8	.....	4	.....	.....	1	.....	.....	.....	.....
18	.....	.....	6	5	.....	.....	1	.....	.....	.....	.....	.....	.....
19	.....	60	9	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
20	.....	.....	9	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	1	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	6	6	3	2	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	12	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	7	6	1	2	.....	.....	.....	.....	.....	.....	.....
25	46	.....	9	6	6	.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	5	13	3	3	5	.....	.....	.....	.....	3	4
27	.....	.....	14	10	.....	16	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	9	9	.....	2	1	.....	.....	.....	.....	.....	.....
29	.....	.....	9	10	1	2	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	9	6	2	4	.....	.....	.....	1	.....	.....	.....
31	.....	.....	8	7	.....	5	.....	.....	.....	.....	.....	.....	.....
32	.....	.....	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	9	8	3	3	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	21	13	11	3	.....	.....	.....	.....	.....	.....	.....
35	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
36	.....	.....	12	7	1	.....	1	1	.....	.....	.....	.....	.....
37	.....	.....	25	32	1	5	.....	.....	.....	.....	.....	1	.....
38	.....	.....	14	6	2	2	1	.....	.....	.....	.....	.....	.....
39	.....	.....	10	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	75	2	3	8	1	.....	.....	.....	.....	.....	.....	.....	.....
41	.....	.....	9	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	.....	.....	12	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	.....	.....	17	24	6	1	.....	1	.....	.....	.....	.....	.....
44	76	19	9	18	9	2	.....	.....	.....	.....	.....	.....	.....
45	48	.....	4	11	.....	2	.....	.....	.....	1	.....	.....	.....
46	.....	.....	8	12	2	4	.....	.....	.....	.....	.....	.....	.....
47	.....	.....	9	5	.....	2	1	.....	.....	.....	.....	.....	.....
48	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	54	.....	5	11	.....	1	.....	.....	.....	.....	.....	.....	.....
50	.....	.....	2	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
51	.....	.....	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	.....	35	40	22	.....	4	.....	.....	.....	.....	.....	.....	.....
53	.....	.....	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....

IX.—TABLE I—

High Schools.	Pupils.								
	Boys.	Girls.	Total.	Average Attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
54 Omemee	20	34	54	36	40	40	54	54	36
55 Orangeville	137	103	240	142	168	208	237	237	232
56 Orillia	100	126	226	122	170	226	226	226	91
57 Oshawa	119	106	225	196	182	182	225	225	225
58 Paris	56	61	117	64	97	97	117	117	117
59 Parkhill	41	42	83	52	54	54	83	83	83
60 Pembroke	93	94	187	102	153	155	187	187	187
61 Petrolea	104	84	188	104	158	158	188	188	188
62 Picton	120	126	246	140	182	182	244	244	215
63 Port Arthur	30	54	84	58	84	84	84	84	.....
64 " Dover	42	33	75	51	63	63	75	75	63
65 " Elgin	68	50	118	73	85	90	112	112	112
66 " Hope	84	120	204	125	135	135	204	204	204
67 " Perry	71	80	151	88	140	120	151	151	151
68 " Rowan	36	23	59	33	52	57	59	58	18
69 Prescott	47	56	103	63	87	87	103	103	53
70 Renfrew	71	90	161	95	117	117	161	161	161
71 Richmond Hill	42	38	80	48	56	58	79	79	79
72 Simcoe	108	116	224	132	156	170	224	224	224
73 Smith's Falls	67	99	166	104	160	160	166	166	166
74 Smithville	30	44	74	46	65	68	74	74	74
75 Stirling	36	33	69	49	47	53	69	69	69
76 Streetsville	40	45	85	46	85	85	85	85	85
77 Sydenham	63	76	139	82	106	106	136	136	136
78 Thorold	33	56	89	50	89	89	89	89	89
79 Tilsonburg	55	59	114	66	91	110	114	114	114
80 Toronto Junction	141	141	282	156	222	242	282	282	282
81 Trenton	76	71	147	85	103	115	147	147	141
82 Uxbridge	68	64	132	81	98	98	132	132	132
83 Vankleekhill	85	85	170	105	107	121	169	169	169
84 Vienna	23	26	49	27	40	47	48	48	48
85 Walkerton	97	104	201	120	76	167	201	201	201
86 Walkerville	20	20	40	27	24	24	40	40	40
87 Waterdown	31	26	57	34	45	51	57	57	57
88 Waterford	62	43	105	62	86	86	105	105	105
89 Watford	81	99	180	106	133	133	180	180	116
90 Welland	67	95	162	97	138	146	162	162	162
91 Weston	31	30	61	36	50	55	61	61	.....
92 Wiarton	47	43	90	59	64	64	90	90	90
93 Williamstown	37	68	105	59	84	90	105	105	.....
1 Total, 1897	5,946	6,236	12,182	7,227	9,469	9,981	12,088	12,079	11,015
2 " 1896	5,987	6,364	12,353	7,429	9,755	11,364	12,169	12,115	11,078
3 Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Decrease	43	128	171	202	286	1,383	81	36	63
5 Percentage	49	51	.....	.....	78	82	99	99	91
6 Percentage of average attendance to total attendance	60								

The High Schools.

Number of pupils in the different branches of Instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
54	40	40	14	19	40	54	35	.....	21	14	19
55	208	210	96	95	208	237	215	16	163	85	110
56	81	95	14	92	221	224	147	14	130	64	111
57	182	198	43	138	138	225	87	11	52	17	140
58	97	100	20	114	97	117	115	2	35	21	69
59	54	54	29	27	54	83	56	1	46	27	38
60	153	158	24	97	155	187	80	4	53	21	109
61	158	188	30	94	158	188	94	4	38	26	97
62	190	195	58	108	189	246	246	9	110	55	114
63	84	84	13	43	84	84	41	.....	41	13	43
64	54	54	12	35	65	75	40	.....	29	12	43
65	90	90	40	112	112	112	75	.....	54	40	68
66	135	161	69	101	135	205	147	26	69	43	110
67	124	151	53	124	151	145	95	10	76	40	73
68	57	57	10	37	58	59	29	.....	29	10	46
69	87	89	16	50	87	103	53	2	43	16	45
70	117	128	44	76	161	161	116	7	92	32	84
71	58	58	24	28	79	79	79	.....	38	10	28
72	224	220	68	96	206	200	128	18	90	50	116
73	160	160	44	120	160	166	90	3	78	44	120
74	69	69	8	50	70	74	60	.....	68	9	54
75	47	58	22	20	55	69	69	5	39	19	35
76	80	80	12	50	85	85	47	.....	42	11	42
77	106	130	30	75	129	135	106	1	89	29	52
78	83	89	10	64	79	89	25	.....	17	10	66
79	110	110	23	64	110	114	70	.....	55	22	72
80	231	244	77	160	242	278	141	12	111	65	176
81	115	115	38	53	115	147	94	.....	69	38	49
82	98	132	34	66	98	132	103	6	54	28	66
83	63	103	64	78	121	169	109	12	62	52	85
84	46	46	7	39	47	49	28	.....	25	6	43
85	170	183	71	78	194	201	158	11	78	67	85
86	24	29	16	18	29	40	32	.....	21	17	18
87	51	51	17	28	51	57	46	1	35	18	29
88	99	99	17	54	86	105	51	.....	51	17	71
89	138	141	47	176	141	180	120	4	31	43	93
90	48	146	24	90	146	162	126	9	52	13	104
91	55	55	11	50	55	57	49	.....	41	11	55
92	64	68	26	27	64	90	68	4	47	26	29
93	84	84	21	84	105	105	47	.....	30	21	58
1	9,435	9,937	3,129	6,785	10,238	12,020	8,399	572	5,916	2,866	6,639
2	10,748	11,394	3,179	8,175	11,410	12,141	8,263	422	5,331	2,595	7,070
3	.....	.....	.....	.....	.....	.....	136	150	585	271	.....
4	1,313	1,457	50	1,390	1,172	121	.....	.....	.....	.....	431
5	78	82	26	56	84	99	69	5	49	24	55

IX.—TABLE I.—

High Schools.	Number of pupils in the different branches of Instruction.											
	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.	Calisthenics.
54 Omemee	....	23	1	34	17	19	19	.....	19	.....	.....	.....
55 Orangeville	4	153	15	61	36	45	93	.....	95	.....	.....	.....
56 Orillia	3	184	10	103	68	92	92	.....	92	.....	218	218
57 Oshawa	2	155	32	103	70	113	138	.....	144	.....	.....	.....
58 Paris	....	75	.....	46	33	59	59	.....	59	.....	.....	.....
59 Parkhill	....	54	4	29	8	27	27	.....	27	.....	83	.....
60 Pembroke	....	112	....	78	42	97	108	23	97	.....	93	94
61 Petrolea	....	134	33	93	38	118	118	116	118	.....	.....	.....
62 Picton	5	140	13	230	95	108	118	21	120	.....	.....	.....
63 Port Arthur	....	43	3	43	13	43	43	.....	43	.....	.....	.....
64 " Dover	....	56	3	17	15	36	35	.....	36	.....	.....	.....
65 " Elgin	....	103	4	104	61	63	63	.....	63	.....	64	48
66 " Hope	....	196	5	148	126	101	101	63	101	.....	.....	.....
67 " Perry	2	64	12	62	28	75	75	21	75	90	71	80
68 " Rowan	....	39	.....	33	9	40	40	.....	40	.....	.....	.....
69 Prescott	....	88	2	56	15	50	50	.....	50	.....	47	56
70 Renfrew	....	123	19	147	10	76	76	.....	76	.....	71	.....
71 Richmond Hill	....	77	22	80	.....	28	28	.....	28	.....	80	80
72 Simcoe	....	124	15	90	30	96	96	.....	96	.....	70	75
73 Smith's Falls	1	141	4	143	64	37	120	.....	120	.....	.....	.....
74 Smithville	....	45	.....	31	6	41	41	.....	41	.....	74	74
75 Stirling	3	48	8	29	.....	20	20	.....	20	.....	.....	.....
76 Streetsville	....	47	2	50	6	38	38	.....	38	.....	40	45
77 Sydenham	....	76	.....	39	23	40	40	.....	40	.....	.....	
78 Thorold	....	45	3	32	5	64	64	.....	64	.....	33	56
79 Tilsonburg	...	65	1	54	16	91	64	.....	64	.....	.....	.....
80 Toronto Junction	2	206	19	137	52	160	160	.....	160	.....	.....	.....
81 Trenton	....	119	.....	76	48	53	51	.....	53	.....	.....	.....
82 Uxbridge	....	81	3	67	27	29	66	.....	66	.....	66	60
83 Vankleekhill	1	135	8	136	53	84	84	.....	84	.....	.....	.....
84 Vienna	....	37	1	20	.....	27	39	....	39	25	40	20
85 Walkerton	....	130	9	56	81	62	78	.....	78	.....	24	33
86 Wardsville	....	40	3	26	20	18	18	.....	18	.....	20	20
87 Waterdown	....	45	1	8	1	15	37	.....	37	.....	.....	57
88 Waterford	....	49	.....	25	5	54	54	.....	54	.....	.....	.....
89 Watford	....	145	...	57	4	60	80	.....	80	.....	....	.....
90 Welland	....	130	17	102	24	29	69	.....	101	.....	.....	.....
91 Weston	....	57	.....	33	3	55	55	.....	55	.....	31	30
92 Wiarton	....	43	4	38	24	22	29	.....	29	.....	.....	.....
93 Williamstown	....	96	6	69	31	84	60	....	60	.....	.....	.....
1 Total, 1897	74	8,919	550	6,308	2,300	5,498	5,995	454	6,108	130	3,520	2,969
2 " 1896	96	7,566	594	6,240	2,049	5,762	6,711	293	6,878	335	4,600	3,677
3 Increase	...	1,353	.....	68	251	...	.....	161	.....	...	...	.....
4 Decrease	22	.....	44	.....	.....	264	716	.....	770	205	1,080	688
5 Percentage	1	74	5	53	19	45	50	4	52	1	29	25

The High Schools.

	Gymnastics.	Examinations, etc.											
		How many pupils obtained Commercial Diplomas in 1897.	No. passed Primary Examination.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation Examination at any University.	No. passed the Senior Matriculation Examination at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1897.	No. passed Matriculation Examination, Medical Council, 1897.	No. passed the Preliminary Examination for a Student in Surveying, 1897.
54	.....	.....	5	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	.....	.....	19	21	1	2	1	3	.....	.....	.....	.....	.....
56	218	.....	6	26	4	4	.....	1	2	4	.....	1	.....
57	.....	15	9	12	5	5	1	.....	2	3	.....	.....	.....
58	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	41	.....	9	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	.....	.....	5	3	1	3	3	.....	.....	.....	.....	.....	.....
61	.....	4	13	9	1	1	1	.....	.....	.....	.....	.....	.....
62	.....	.....	25	12	.....	5	.....	.....	.....	.....	.....	.....	.....
63	.....	.....	4	5	.....	1	1	.....	.....	.....	1	.....	.....
64	.....	.....	5	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	65	27	8	16	.....	2	.....	.....	.....	.....	.....	.....	.....
66	.....	.....	11	13	10	1	.....	.....	3	7	.....	.....	.....
67	140	.....	12	12	2	4	.....	.....	.....	5	.....	2	.....
68	.....	.....	1	4	.....	9	.....	.....	.....	.....	.....	.....	.....
69	.....	.....	2	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	.....	.....	9	1	.....	6	4	.....	.....	.....	.....	.....	.....
71	.....	.....	3	3	.....	3	.....	.....	.....	.....	.....	.....	.....
72	.....	.....	8	22	1	1	1	.....	.....	.....	.....	.....	.....
73	.....	.....	27	8	.....	.....	.....	1	.....	1	.....	.....	.....
74	.....	.....	.....	3	.....	1	.....	.....	.....	.....	.....	.....	.....
75	.....	.....	5	6	.....	.....	.....	1	.....	.....	.....	.....	.....
76	.....	.....	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	.....	.....	13	7	.....	1	.....	.....	.....	.....	.....	.....	.....
78	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	.....	19	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	.....	.....	20	23	2	3	.....	.....	.....	.....	.....	3	.....
81	.....	.....	2	21	.....	3	.....	.....	.....	.....	.....	.....	.....
82	.....	.....	8	10	1	6	.....	.....	.....	.....	.....	.....	.....
83	.....	.....	14	18	3	.....	.....	.....	.....	.....	.....	.....	.....
84	21	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	.....	.....	19	28	2	3	1	.....	4	2	3	2	.....
86	20	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	.....	.....	4	7	1	.....	.....	.....	.....	.....	.....	.....	.....
88	.....	.....	5	9	.....	2	.....	.....	.....	.....	.....	.....	.....
89	.....	.....	11	12	.....	13	.....	.....	.....	.....	.....	.....	.....
90	.....	.....	12	11	.....	7	2	.....	.....	.....	.....	.....	.....
91	.....	.....	1	5	.....	1	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	12	5	.....	1	.....	.....	.....	.....	.....	.....	1
93	.....	.....	5	8	.....	1	8	.....	.....	.....	.....	.....	.....
1	804	221	792	859	99	197	41	8	22	34	4	12	5
2	823	200	586	816	89	90	61	13	65	58	1	5	3
3	.....	21	206	43	10	107	.....	.....	.....	.....	3	7	3
4	19	.....	.....	.....	.....	.....	20	5	43	24	.....	.....	.....
5	7	2	7	7	1	2	.....	.....	.....	.....	.....	.....	.....

X.—TABLE K.—The

Miscellaneous

Collegiate Institutes.	Brick, stone or frame school house.		Size of playground.	Schools under U. Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Relig. inst'ct'n imparted.	Commencem't ex'cises.
			acres.		$	$	$		$		$					
1 Aylmer	B		4½	..	608	715	125	1	765	1	300	....	1	....	..	1
2 Barrie	B		3	..	605	632	118	1	1,820	..	.....	....	1	....	..	..
3 Brantford	B		3	..	595	675	108	1	1,128	..	.....	....	1	1	1	1
4 Brockville	S		2	..	703	867	179	1	300	..	.....	1	1	....	..	1
5 Chatham	B		2	..	607	1,110	167	1	734	1	50	1	1	1	..	1
6 Clinton	B		3½	..	588	743	150	1	831	..	.....	1	1	1	..	1
7 Cobourg	B		2	..	605	600	110	1	888	..	.....	1	1	....	..	1
8 Collingwood	B		1	..	645	652	76	1	1,263	..	.....	1	1	1	..	..
9 Galt	S		8½	..	1,000	817	175	1	1,304	1	28	1	1	....	..	1
10 Goderich	B		½	..	637	658	72	1	2,700	..	.....	1	1	....	..	1
11 Guelph	S		4	1	831	748	145	1	2,832	1	50	....	1	....	..	1
12 Hamilton	B		3	1	915	1,471	188	1	640	..	.....	1	1	....	..	1
13 Ingersoll	B		2	1	538	520	122	1	949	..	.....	1	1	....	..	1
14 Kingston	B		2	1	991	806	81	..	.....	1	100	1	1	1	..	..
15 Lindsay	B		2	1	919	826	119	1	726	..	.....	....	1	....	..	1
16 London	B		3	1	910	2,504	198	1	298	1	700	....	1	....	..	1
17 Morrisburg	B		1	1	567	1,083	130	1	1,168	1	50	1	1	....	..	1
18 Napanee	B		3½	1	760	731	112	1	1,028	1	25	1	1	1	..	1
19 Niagara Falls	B		5	..	697	602	87	1	1,102	..	.....	....	1	1	..	1
20 Ottawa	S		1½	..	795	1,342	210	1	2,224	1	100	1	1	1	..	1
21 Owen Sound	B		5	1	1,226	1,602	110	..	91	1	25	....	1	....	..	1
22 Perth	B		4	1	714	711	155	1	827	..	.....	1	1	....	..	1
23 Peterborough	B		1	1	687	866	149	1	760	1	50	....	1	....	..	..
24 Ridgetown	B		1¾	..	615	968	124	1	996	1	25	....	1	....	..	1
25 Sarnia	B		2	1	717	616	102	1	1,563	..	.....	1	1	....	..	1
26 Seaforth	B		2¾	..	713	575	136	1	666	1	60	1	1	1	..	1
27 Stratford	B		5	..	798	1,173	199	..	117	..	.....	1	1	....	..	1
28 Strathroy	B		1½	..	753	878	114	1	494	..	.....	1	1	....	..	1
29 St. Catharines	B		1	..	612	730	127	1	775	1	100	1	1	....	..	..
30 St. Mary's	B		2	..	574	620	113	1	760	..	....	....	1	....	..	1
31 St. Thomas	B		2¼	1	871	905	100	1	974	..	.....	....	1	....	..	..
32 Toronto (Harbord)	B		1½	..	963	1,901	156	1	4,710	..	.....	....	1	....	..	1
33 " (Jameson)	B		1½	..	1,327	2,016	144	1	4,790	..	.....	1	1	1	..	1
34 " (Jarvis)	B		2	..	1,080	1,498	334	1	8,900	1	20	....	1	1	..	1
35 Whitby	B		1	1	615	505	94	1	1,100	..	.....	1	1	....	..	1
36 Windsor	B		2	1	667	843	114	1	3,200	..	.....	....	....	....	..	1
37 Woodstock	B		1	..	977	1,227	137	1	2,150	..	....	1	1	....	..	1
	B	S	acres.													
1 Total, 1897	33	4	89½	15	28,406	35,736	5,080	34	55,573	15	1,683	22	36	11	1	31
2 Total, 1896	32	5	84	15	27,632	33,897	4,901	33	57,215	18	2,227	21	36	12	1	30
3 Increase	1	..	5½	..	774	1,839	179	1	....	..	.....	1	....	....	..	1
4 Decrease	..	1	.....	..	.....	.....	.....	..	1,642	3	544	....	....	1	..	..
5 Percentage	89	11	.....	41	.....	.....	.....	89	.....	40	.....	60	100	33	..	84

Collegiate Institutes

Information.

	Number of pupils in				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
1	47	36	42	19	92	48	4	5	6	2	12	8	34	61	35	14
2	81	97	69	19	138	123	5	5	5	1	15	5	52	116	60	38
3	137	112	71	27	242	87	18	14	1	2	31	3	114	94	101	38
4	134	112	49	35	323	5	2	15	2	11	24	28	110	90	100	30
5	149	115	57	16	289	92	6	25	25	10	25	25	120	79	79	59
6	76	68	65	18	101	118	8	14	14	7	30	12	74	93	36	24
7	107	29	25	1	113	49	..	8	1	1	20	3	40	56	60	6
8	95	76	58	15	127	71	46	9	18	....	40	11	72	104	49	19
9	133	71	42	17	150	88	25	13	6	3	17	20	55	71	100	37
10	84	62	59	23	144	79	5	7	2	5	35	21	58	78	55	37
11	138	76	62	28	230	47	27	15	9	8	22	21	125	69	60	50
12	253	204	179	147	623	99	61	60	20	10	50	53	332	96	262	93
13	86	27	26	13	93	51	8	7	5	2	12	25	36	48	50	18
14	307	145	91	15	428	108	22	14	16	7	41	53	161	89	224	84
15	100	130	92	14	199	117	20	23	18	11	47	46	95	112	79	50
16	540	218	167	91	770	204	42	100	80	40	50	100	389	193	395	99
17	80	69	56	30	91	138	6	5	2	....	41	12	17	173	29	15
18	127	66	35	19	116	120	11	11	8	5	19	39	78	118	23	28
19	103	69	36	34	130	83	29	21	6	4	22	26	104	73	46	19
20	211	10	75	37	363	49	12	28	19	14	33	27	158	58	85	123
21	111	104	148	54	210	142	65	14	15	8	64	65	95	163	106	53
22	114	66	42	11	117	107	9	10	6	2	18	38	48	102	66	17
23	196	59	56	24	261	62	2	20	10	5	30	20	90	25	150	60
24	88	37	53	17	78	111	6	8	14	4	10	8	60	77	40	18
25	181	52	30	9	177	93	2	4	5	1	11	44	49	59	118	46
26	97	54	47	10	93	112	3	4	10	3	20	11	51	117	31	9
27	114	86	72	28	235	50	15	24	7	3	28	27	95	90	8[illegible]	27
28	53	106	65	30	124	112	18	20	30	10	30	30	43	134	49	28
29	191	52	43	35	211	86	24	25	15	16	25	16	83	99	105	34
30	105	47	48	41	136	51	54	30	34	2	16	8	44	127	62	8
31	224	61	60	25	293	77	.	50	20	5	20	14	145	77	129	19
32	169	151	155	68	541	2	....	33	1	....	34	87	374	20	46	103
33	159	130	72	41	384	8	10	36	10	6	10	46	184	56	120	42
34	105	216	129	46	496	...	....	60	6	25	40	54	328	28	65	75
35	110	31	17	13	107	64	....	8	9	2	11	.....	25	71	60	15
36	171	58	24	17	185	79	6	18	8	4	9	19	97	45	114	14
37	117	95	90	43	192	130	23	16	20	5	24	40	91	135	75	44
1	5,283	3,288	2,507	1,130	8,552	3,062	594	779	483	244	986	1,065	4,126	3,236	3,352	1,494
2	5,114	3,314	2,551	1,235	8,292	3,276	646	708	431	269	939	1,133	4,099	3,565	3,095	1,455
3	169	..	.....	.....	260	.....	...	71	52	....	47	.. ..	27	.....	247	39
4	.....	26	44	105	.....	214	52	....	....	25	....	68	... ..	339	.....	.....
5	43	28	20	9	70	25	5	..	....	....	....	.....	34	27	27	12

X.—TABLE K.—The

High Schools.	Brick, stone or frame school house.	Size of playground.	Schools under U. Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Miscellaneous: Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Relig. inst'et'n imparted	Commencem't exercises.
		acres.		$	$			$		$					
1 Alexandria	B	1½	..	151	103	85	..	.....	..	.....	....	1	....	..	1
2 Almonte	S	1	1	850	148	80	1	199	..	....	...	1	1	..	..
3 Arnprior	B	1¾	1	250	335	52	..	38	..	.....	....	1	....	..	..
4 Arthur	B	2½	..	228	340	27	..	.....	..	.....	....	1	....	..	1
5 Athens	S	2	..	413	403	58	..	.....	..	.....	1	1	....	..	1
6 Aurora	B	5	..	336	408	60	..	.....	..	.....	....	1	1	..	1
7 Beamsville	B	1	1	281	213	38	..	.....	1	50	....	1	....	..	..
8 Belleville	B	1½	1	320	454	162	..	.....	..	.....	....	1	1	..	1
9 Berlin	B	4	..	393	864	43	..	.....	1	50	....	1	1	..	1
10 Bowmanville	B	1⅞	..	598	422	54	..	.....	1	50	1	1	1	..	1
11 Bradford	B	3	..	257	341	20	..	33	..	5	....	1	1	..	1
12 Brampton	B	5	..	435	567	56	..	10	..	.....	....	1	....	..	1
13 Brighton	B	¾	1	229	307	32	..	.....	..	.....	1	1	....	1	1
14 Caledonia	B	1¾	1	427	538	53	..	15	..	.....	....	1	....	..	..
15 Campbellford	B	¾	1	266	407	33	..	.....	..	.....	1	1	....	..	1
16 Carleton Place	S	1	1	766	341	57	..	3	..	.....	....	1	....	..	1
17 Cayuga	B	1½	..	154	330	30	..	.....	..	.....	....	1	....	..	1
18 Colborne	B	¾	1	221	220	79	..	.....	..	.....	1	1	....	..	..
19 Cornwall	B	1	..	446	546	158	..	.....	..	.....	1	1	....	..	..
20 Deseronto	B	3	..	304	353	86	1	510	1	50	....	....	....	..	1
21 Dundas	B	3	1	366	387	76	..	39	..	.....	....	....	1	..	1
22 Dunville	B	¼	..	336	442	46	..	.....	..	.....	....	1	....	..	1
23 Dutton	B	1	..	226	516	32	..	.....	..	.....	....	1	....	..	1
24 Elora	S	¾	..	145	296	71	..	.....	..	.....	1	1	....	..	..
25 Essex	B	3½	..	310	425	84	1	826	..	.....	1	1	....	..	1
26 Fergus	S	¾	1	214	230	65	..	.....	..	.....	....	1	....	..	..
27 Forest	B	2	..	246	304	52	..	.....	..	.....	....	1	1	..	..
28 Gananoque	B	1	1	459	409	80	..	5	..	.....	1	....	....	..	1
29 Georgetown	B	4	..	209	317	72	..	.....	..	.....	....	1	....	..	..
30 Glencoe	B	2	..	330	576	55	..	.....	1	20	1	1	1	..	1
31 Gravenhurst	B	7½	..	171	344	46	..	.....	..	.....	....	1	....	..	..
32 Grimsby	F	¾	..	158	207	21	..	.....	..	.....	1	1	....	..	1
33 Hagarsville	B	1½	..	306	427	32	..	.....	..	.....	1	1	1	..	..
34 Harriston	B	3	..	153	360	60	..	.....	..	.....	....	1	....	..	..
35 Hawkesbury	B	2	1	298	305	46	..	.....	..	.....	1	1	....	..	1
36 Iroquois	B	1¼	..	556	903	127	..	27	1	250	1	1	1	..	1
37 Kemptville	B	2	1	228	341	68	..	19	..	.....	....	1	....	..	..
38 Kincardine	B	3	1	455	619	81	..	17	..	.....	1	1	1	..	1
39 Leamington	B	1½	..	238	395	132	..	10	..	.....	1	1	....	..	1
40 Listowel	B	4	..	331	365	64	1	250	1	42	....	1	....	..	1
41 Lucan	B	2	..	219	482	47	..	.....	..	.....	....	1	....	..	..
42 Madoc	B	1	..	164	361	90	..	.....	..	.....	1	1	1	1	..
43 Markham	B	1	..	214	662	65	..	80	1	25	1	1	1	..	1
44 Meaford	B	3½	..	256	492	47	1	1,419	1	15	1	1	1	..	1
45 Mitchell	B	¾	..	223	286	57	1	516	..	3	....	1	....	..	1
46 Mount Forest	B	2½	..	384	515	38	..	.....	..	.....	1	1	....	..	1
47 Newburgh		2	1	386	241	52	..	.....	..	.....	....	1	....	..	1
48 Newcastle	B	½	1	163	169	66	..	.....	..	.....	1	1	....	..	..
49 Newmarket	B	2	..	146	288	59	1	413	..	.....	....	1	1	..	..
50 Niagara	B	½	..	183	149	57	..	.....	..	.....	....	1	1	..	1
51 Niagara Falls S	B	2	..	253	241	41	..	30	..	.....	....	1	1	..	1
52 Norwood	B	8	1	328	286	20	..	12	..	.....	....	1	1	..	..
53 Oakville	B	¾	1	257	232	24	..	.....	..	.....	1	1	....	..	..
54 Omemee	F	1½	1	240	134	19	..	.....	..	.....	1	1	....	..	..
55 Orangeville	B	2½	..	523	515	52	..	.....	..	.....	....	1	....	..	1
56 Orillia	B	2½	..	458	287	17	1	1,189	1	60	1	1	1	..	..
57 Oshawa	B	3	1	376	292	120	..	.....	1	50	1	1	....	..	1

High Schools.

Information.

	Number of pupils in				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
1	35	48	26	.....	100	9	.....	2	2	....	8	2	13	62	27	7
2	68	40	35	9	100	32	20	2	8	....	16	30	27	55	58	12
3	65	43	16	1	97	20	8	6	4	....	6	22	41	24	58	2
4	57	30	19	.....	.....	104	2	4	11	....	6	3	37	58	9	2
5	44	68	75	.....	70	116	1	3	6	3	33	8	43	104	27	13
6	41	32	19	2	58	36	.. ..	4	9	....	6	10	20	39	23	12
7	28	25	18	.....	31	40	.....	5	5	...	6	6	5	54	9	3
8	215	72	44	15	262	80	4	29	17	8	15	12	58	208	65	15
9	75	41	24	6	84	59	3	14	4	1	7	7	49	32	38	27
10	76	37	31	11	103	52	.....	6	7	....	10	12	24	74	42	15
11	29	39	51	.....	50	64	5	4	12	3	14	4	10	83	21	5
12	93	47	48	24	92	112	8	12	20	4	22	40	44	112	50	6
13	28	25	21	.. ..	55	19	.....	9	10	1	5	7	19	25	24	6
14	62	45	31	1	103	.....	36	2	8	1	8	14	14	104	17	4
15	45	62	47	13	78	82	7	5	7	2	15	10	13	119	28	7
16	42	43	60	14	120	26	13	3	3	2	20	10	43	37	67	12
17	30	26	22	4	31	50	1	6	4	...	4	6	7	49	15	11
18	19	37	15	.. ...	40	31	:...	6	8	1	4	10	10	41	12	8
19	92	106	33	.....	161	60	10	10	8	....	50	32	30	185	60	6
20	56	35	18	3	79	29	4	5	2	....	8	14	33	36	38	5
21	54	46	26	1	77	50	.....	5	6	5	5	6	20	71	30	6
22	61	54	16	10	64	63	14	6	8	2	8	20	30	57	38	16
23	22	33	35	.....	46	43	1	6	1	.. .	8	3	16	43	20	11
24	33	37	20	4	48	45	1	5	2	....	7	.....	13	40	26	15
25	32	40	29	6	41	63	3	4	5	.	10	.....	26	49	19	13
26	67	63	51	10	103	88	. ....	26	8	6	33	5	64	72	33	22
27	35	42	32	.....	41	67	1	1	3	2	14	14	12	62	30	5
28	60	37	28	.....	93	22	10	5	4	....	6	14	41	35	42	7
29	37	52	50	15	50	70	34	8	6	1	10	.....	36	69	34	15
30	47	40	17	11	46	65	4	8	10	5	4	11	28	67	8	12
31	24	32	19	.....	53	21	1	5	3	1	15	16	25	6	39	5
32	38	24	6	.....	33	33	2	4	2	....	....	2	8	41	11	8
33	40	31	37	.....	41	67	.....	10	10	...	8	2	24	59	15	10
34	29	59	42	26	63	44	49	10	12	4	18	11	35	96	14	11
35	43	18	7	1	42	26	1	2	2	1	1	3	32	22	13	2
36	58	52	41	9	54	83	23	2	2	3	11	6	36	91	22	11
37	42	85	56	16	73	63	63	6	4	3	35	.....	50	69	50	30
38	35	45	28	18	68	56	2	6	3	3	10	14	31	52	33	10
39	70	25	19	2	62	44	10	6	8	1	2	8	24	50	34	8
40	53	48	35	.....	50	66	20	4	....	5	13	5	32	60	29	15
41	50	31	35	.....	29	86	1	3	8	2	8	3	14	87	7	8
42	31	24	25	.....	32	48	.....	1	2	1	13	3	16	41	10	13
43	99	56	55	21	51	166	14	2	31	3	20	1	20	166	35	10
44	39	40	54	20	68	74	11	10	11	2	25	14	15	67	56	15
45	33	41	21	5	66	29	5	2	5	1	10	8	26	28	30	6
46	50	61	40	6	103	27	27	9	1	1	13	10	42	55	41	19
47	68	47	27	.....	48	92	2	13	10	5	8	12	21	48	43	30
48	12	34	10	4	28	19	3	3	3	....	4	7	5	39	3	3
49	27	40	42	.....	51	54	4	3	3	....	11	9	15	52	27	15
50	29	13	5	.....	29	18	....	3	2	1	....	1	14	17	12	4
51	57	37	20	.....	106	7	1	2	2	....	4	5	24	56	28	6
52	29	75	42	.....	61	65	20	4	10	4	20	12	15	93	28	10
53	23	28	21	.....	33	29	10	4	2	5	5	5	17	27	17	11
54	19	21	14	... .	39	14	1	...	3	1	6	3	4	32	13	5
55	67	73	84	16	103	73	64	8	7	7	36	28	45	122	45	28
56	57	78	77	14	138	67	21	12	10	3	25	42	40	96	65	25
57	138	44	32	11	139	73	13	15	13	1	3	31	31	86	19	15

X.—TABLE K.—The

High Schools	Brick, stone or frame school house.	Size of playground.	Schools under U. Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Relig. inst'ct'n imparted.	Commencem't exercises.
				Miscellaneous											
58 Paris	B	4½	1	250	519	103	..	.....	..	.....	1	1			1
59 Parkhill	B	3	1	293	438	93	..	44	1	50	....	1	....	..	1
60 Pembroke	B		1	260	354	92	..	.....	..	.....	....	1	....	..	..
61 Petrolea	B	2	..	367	359	35	..	.....	..	.....	1	1	....	..	1
62 Picton	B	2	..	452	577	118	..	.....	..	.....	....	1	....	..	1
63 Port Arthur	B		..	57	288	48	..	.....	1	20	....	1	....	..	1
64 Port Dover	B	1	1	118	382	19	..	.....	..	.....	1	1	1	..	..
65 Port Elgin	B	1½	..	300	333	43	1	360	..	.....	....	1	1	..	1
66 Port Hope	B	1½	..	446	436	72	..	.....	..	.....	1	1	....	..	1
67 Port Perry	B	1½	1	267	433	44	..	.....	1	10	....	1	....	..	1
68 Port Rowan	B	3	1	87	165	14	..	8	..	.....	1	1	....	..	1
69 Prescott	B	1½	1	329	439	109	..	29	..	.....	....	1	....	..	1
70 Renfrew	B	2½	1	134	275	41	..	.....	..	.....	1	1	....	..	1
71 Richmond Hill	B	1½	1	... ..	300	40	..	.....	..	.....	1	1	....	..	1
72 Simcoe	B	6	1	266	645	98	..	14	..	.....	1	1	1	..	1
73 Smith's Falls	B	⅝	1	474	495	68	..	20	..	.....	....	1	....	..	1
74 Smithville	B	1	..	91	259	36	..	.....	..	.....	1	1	....	..	1
75 Stirling	B	¾	1	165	262	23	..	.....	..	.....	....	1	1	..	..
76 Streetsville	B	½	..	199	165	54	..	.....	1	25	1	1	1	..	..
77 Sydenham	S	1	..	332	282	17	..	.....	..	.....	....	1	....	..	..
78 Thorold	B	2½	..	239	293	67	..	.....	..	.....	....	1	1	..	1
79 Tilsonburg	B	2⅞	..	147	517	68	..	.....	..	.....	....	1	1	..	1
80 Toronto Junction	B	1	..	382	435	63	..	.....	..	.....	....	1	....	..	1
81 Trenton	B	1½	1	328	364	73	..	.....	..	.....	1	1	....	..	1
82 Uxbridge	B		1	298	240	53	..	.....	..	.....	1	1	....	..	1
83 Vankleekhill	B	1¼	..	146	411	18	..	20	..	..	....	1	....	..	..
84 Vienna	B	5	1	249	359	105	1	550	..	20	1	1	....	1	1
85 Walkerton	B	1¼	..	229	504	64	..	8	..	.....	1	....	....	..	1
86 Wardsville	B	2	1	186	155	61	..	.....	..	.....	....	1	....	..	1
87 Waterdown	S	3	1	185	318	37	..	.....	..	.....	....	1	....	..	1
88 Waterford	B		..	317	436	47	..	.....	..	.....	1	1	1	..	1
89 Watford	B	2	..	328	329	101	..	18	..	.....	....	....	....	..	1
90 Welland	B	1	..	110	344	18	..	.....	..	.....	....	1	1	..	1
91 Weston	B	1½	..	274	388	69	..	.....	..	.....	....	1	1	..	..
92 Wiarton	S	1½	..	304	212	45	..	.....	..	.....	....	1	1	..	1
93 Williamstown	B	½	1	170	227	38	..	.....	..	.....	....	1	....	..	1
	B. S. F.	acres.													
1 Total, 1897	82 9 2	185	39	26,612	34,278	5,545	10	6,731	15	795	40	90	31	3	66
2 Total, 1896	82 9 2	176	41	26,460	32,252	5,207	10	6,665	14	678	41	92	33	3	64
3 Increase	.....	9	..	142	2,026	338	..	66	1	117	....	....	....	..	2
4 Decrease	.....	.....	2	.....	.....	.....	..	.....	..	.....	1	2	2	..	..
5 Percentage	88 10 2	.. ....	42	.....	.....	.....	11	.....	16	....	43	93	32	..	67

High Schools.

Information.

	Number of pupils in				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
58	59	38	17	3	94	21	2	11	5	....	3	11	53	30	27	7
59	27	27	28	1	45	31	7	3	....	....	1	3	14	55	10	4
60	97	66	19	5	147	36	4	9	2	3	8	4	56	36	77	18
61	114	44	26	4	187	.	1	9	5	2	13	23	57	40	81	10
62	108	75	54	9	128	116	2	10	25	2	20	.	.....	65	110	45	26
63	43	26	13	2	59	25	....	8	2	1	9	10	20	26	31	7
64	35	28	12	....	43	30	2	.....	.....	.....	3	.....	15	21	19	20
65	39	35	44	.....	63	54	1	9	2	1	17	3	23	44	37	14
66	101	34	43	26	108	96	.....	11	9	3	18	16	51	84	31	38
67	50	48	41	12	71	67	13	6	9	4	22	4	30	83	22	16
68	30	19	10	.....	26	31	2	4	3	....	4	13	16	28	11	4
69	50	37	14	2	76	26	1	2	4	2	4	3	30	26	41	6
70	45	73	37	7	91	62	8	4	3	1	13	11	40	78	34	9
71	28	28	23	1	19	61	...	1	5	3	8	....	10	49	17	4
72	96	60	50	18	104	117	3	30	31	4	25	15	60	80	64	20
73	76	46	41	3	112	24	30	9	5	..	16	16	21	44	92	9
74	30	35	9	.....	53	21	.....	....	10	2	3	8	3	57	10	4
75	20	27	17	5	30	39	....	3	3	1	9	6	7	36	15	11
76	38	35	12	.....	29	40	16	5	10	....	2	7	9	59	15	2
77	35	71	32	1	72	63	4	3	22	....	22	10	17	98	20	4
78	64	15	10	.....	75	11	3	6	4	1	..	6	30	21	24	14
79	44	47	23	.....	74	31	9	8	12	...	10	9	30	38	31	15
80	137	66	64	15	123	65	94	12	6	8	16	37	101	80	85	16
81	53	50	44	.....	110	24	13	13	6	2	15	1	55	34	33	25
82	54	44	28	6	63	64	5	4	12	....	15	17	23	81	21	7
83	63	42	53	12	68	80	22	3	...	....	19	....	32	100	35	3
84	21	19	9	...	43	1	5	4	2	....	5	10	5	36	5	3
85	62	51	71	17	95	99	7	16	28	6	31	9	46	107	31	17
86	8	16	16	.....	15	5	20	....	5	3	1	1	2	27	4	7
87	15	24	17	1	48	2	7	....	8	....	5	3	7	36	10	4
88	54	32	17	2	34	70	1	3	15	....	8	5	14	65	24	2
89	60	73	43	4	62	116	2	6	12	....	15	22	30	96	54	.....
90	90	48	14	10	76	84	2	8	....	2	....	.....	53	54	40	15
91	19	31	11	.....	24	27	10	1	3	..	4	2	5	33	10	13
92	22	42	22	4	77	6	7	4	2	3	3	8	19	16	49	6
93	58	26	21	.....	105	.....	.....	4	3	6	13	2	6	83	13	3
1	4,853	3,974	2,856	499	6,635	4,686	861	589	650	165	1070	893	2,542	5,655	2,969	1,016
2	5,077	4,152	2,681	443	6,584	4,756	1,013	617	708	215	994	707	2,693	5,561	3,067	1,032
3	.....	.....	175	56	51	.....	.....	.....	.....	.....	76	186	.....	94	.....	.....
4	224	178	.....	....	.....	70	152	28	58	50	....	.....	151	.....	98	16
5	40	33	23	4	54	38	8	....	....	...	....	.. ...	21	46	24	9

XI.—TABLE L.—The Protestant Separate Schools.

Statistics.	No. 5, Bromley.	No. 9, Cambridge.	No. 1, Marlboro'.	No. 2, Osgoode.	No. 6, Plantagenet North.	Pushinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
Number of schools	1	1	1	1	1	1	1	1	1	9
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1896	187 61	.....	14 44	1 20	44 48	69 16	169 25	364 74	503 37	1,354 25
Government grants	11 50	4 65	2 53	8 11	6 00	14 75	52 17	54 25	141 76	295 72
Municipal "	.....	.....	.....	.....	.....	.....	.....	638 00	5 00	643 00
Trustees' school taxes	332 20	89 39	52 00	250 00	275 03	193 05	200 00	.....	1,493 53	2,890 20
Other sources	.....	.....	.....	.....	.....	50 00	173 75	.....	761 96	985 71
Total	531 31	94 04	68 97	259 31	325 51	326 96	595 17	1,056 99	2,910 62	6,168 88
Expenditure:										
Teachers' salaries	230 00	84 00	65 00	160 00	250 00	225 00	450 00	587 50	1,233 00	3,284 50
School sites and buildings	116 50	3 00	.....	.....	16 48	.....	.....	.....	433 65	569 63
Libraries, maps, etc.	.....	.....	.....	.....	3 15	.....	.....	21 85	.....	25 00
Other expenses	29 12	6 19	3 97	13 87	28 69	26 01	66 54	95 56	826 45	1,096 40
Total	375 62	93 19	68 97	173 87	298 32	251 01	516 54	704 91	2,493 10	4,975 53
Balances on hand	155 69	85	.....	85 44	27 19	75 95	78 63	352 08	417 52	1,193 35
Teachers:										
Certificate	Female, III.	Female, III.	Female, Temp.	Female, Temp.	Female, II.	Female, III.	Male, III.	2 Female, 2. III.	1 Male II.	13 Teachers. 2 Male. 11 Female. 3 II. C. C. 8 III. C. C. 2 Temp.
Salary	$230	$156	$150	$160	$250	$230	$350	$200 $200	$500 3 Female, 1 II, 2 III $275 $275 $200	Av. sal, Male $425 Female $212
Pupils:										
Total attending	34	19	15	18	20	24	111	70	232	543
Boys	21	11	7	9	12	14	57	30	116	277
Girls	13	8	8	9	8	10	54	40	116	266
Attending less than 20 days	10	8	4	1	3	3	10	2	10	51
20 to 50 "	5	2	2	4	2	4	11	5	18	53
51 to 100 "	6	3	7	7	6	4	32	12	57	134

101 to 150 "	7	6	2	5	4	6	23	26	43	124
151 to 200 "	5			1	4	7	25	23	104	169
201 " to year	1				1		10			12
Average attendance	12	6	4	6	9	12	59	42	161	311
No. in 1st Reader Part I.	5	5	9	3	4	5	27	20	50	128
" " II.	5	3	4	6	3	3	17	2	42	85
2nd Reader	8	5	1	2		5	16	13	43	93
3rd "	8	3		3	5	4	23	13	31	90
4th "	6	3	1	4	6	6	28	10	53	117
5th "	2				2	1		12	13	30
Writing	34	9	15	15	20	24	111	70	229	527
Arithmetic	34	19	15	15	20	24	111	70	229	537
Drawing	34	9	15	6	20	24	50	70	229	457
Geography	24	10	6	9	20	19	51	50	179	368
Music					20			70		90
Grammar	16	12	2	4	20	19	51	50	163	337
History	16	5	2	6	20	18	48	22	163	300
School houses	F	L	L	F	F	F	F	B	B	2 B 5 F 2 L
No. of maps	6	7	2	2	7	9	10	6	7	56
No. of globes						1	1			2

XII.—TABLE M.—Report on Truancy.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Brantford			15	15	
Chatham		30	6		
Guelph	3	74	3	2	9
Hamilton	55	110	38	5	884
Stratford		68	2	2	
St. Catharines		110			
St. Thomas	5	14	6	6	
Toronto		1,056			
Towns.					
Almonte		26			40
Amherstburg		15			
Arnprior		4			
Aylmer		15			
Barrie		27			2
Blenheim		50			
Brampton		9			
Brockville		357	2		
Bridgeburg		4			
Collingwood		41			
Dundas		32	4		
Durham		9			
Deseronto		6			2
Forest		4			
Goderich		24	1	1	
Gore Bay			7		
Gravenhurst			8		
Ingersoll			6		
Lindsay	2	64	6	6	4
Listowel		31			
Leamington		2	1		2
Little Current		25			
Mattawa	3	16			16
Mount Forest		4			
Newmarket		4			
Niagara Falls	7	89	4	4	89
Orillia		57	2		
Oshawa		7			
Pembroke		2			
Peterborough		39	2		
Perth		10			
Prescott	6	4	1		
Paris		5	1	1	
Parry Sound	1	46	2		1

XII.—TABLE M.—Report on Truancy.

Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Petrolea	4	150			5
Port Arthur		1			2
Ridgetown	4	3			4
Sarnia		74			
Seaforth		6			
Strathroy		3			
St. Mary's		1			
Tilsonburg			10	2	
Toronto Junction		8		1	
Trenton	20	27	7	3	15
Waterloo		4			
Walkerton		52	1	1	
Walkerville		1			
Wiarton		16			4
Woodstock			2		
Villages.					
Acton		6			
Ailsa Craig		9			
Bayfield		6			
Belle River		50			25
Campbellford		2			10
Delhi	25	10			
Dundalk		17			
Eganville		3			
Elora		40			
Exeter	4	6			2
Fenelon Falls	2	2			
Fort Erie		12			
Georgetown	1	75			
Glencoe	2	2			
Huntsville		19			
Iroquois	3	6			
London West	10	25	3		20
Markdale		1			7
Markham		3			
Port Dover		7			
Preston		50			
Stirling		8			
Tara		2			
Waterford		27			
Wellington		3			
Winchester		1			
Total	157	8,228	140	53	1,153

XIII.—TABLE N.—Report on Kindergartens.

Locality.	No. of Kindergartens.	No. of teachers.	No. of pupils attending.	Average attendance.
Brantford	3	8	298	119
Chatham	1	1	93	29
Guelph	1	1	163	88
Hamilton	13	21	1,280	521
Kingston	4	4	219	124
London	10	25	1,139	397
Ottawa	8	12	790	279
Stratford	3	3	255	92
Toronto	43	117	4,707	1,927
Aylmer	1	3	120	46
Berlin	4	5	261	153
Dundas	1	1	142	63
Galt	1	1	67	50
Ingersoll	1	2	108	42
Leamington	1	1	70	21
Niagara Falls	1	4	139	43
Peterborough	2	4	223	85
Tilsonburg	1	1	82	28
Toronto Junction	2	4	205	59
Waterloo	1	1	106	67
Campbellford	1	1	82	28
Hespeler	1	1	67	46
Preston	1	2	77	55
Total	105	223	10,693	4,362

XIV.—TABLE O.—Report on Night Schools.

Locality.	No. of Night Schools.	Teachers.	Pupils attending.	Average attendance.
No. 1 Mills.	1	1	24	15
Brantford	1	4	135	11
Hamilton	3	10	247	36
St. Catharines.....	1	2	35	11
Toronto	10	17	815	222
Windsor	1	2	110	16
Preston	1	1	40	6
Total	18	37	1,406	317

XV.—TABLE P.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also Normal College and Normal and Model Schools. From the year 1867 to 1897, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.
1	Population	.....	1,620,851	.....	1,926,922	.....	2,114,321	.....
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817	611,212	595,238	590,055
3	High Schools (including Collegiate Institutes)	102	104	104	104	112	128	130
4	Normal College and Normal and Model Schools	3	3	4	6	6	6	7
5	Total Public Schools in operation	4,261	4,490	4,955	5,013	5,277	5,577	5,659
6	Total Roman Catholic Separate Schools	161	171	185	190	229	312	340
7	Grand total of all schools in operation	4,527	4,768	5,248	5,313	5,624	6,023	6,136
8	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348	17,459	22,837	24,390
9	Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059	1,204	1,270	1,492
10	Total pupils attending Public Schools	382,719	433,256	465,908	445,364	462,839	448,204	441,157
11	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148	30,373	37,466	41,620
12	Grand total, students and pupils attending High, Public, Separate, Normal College and Normal and Model Schools	408,139	463,430	500,989	484,919	511,875	509,777	508,659
13	Total amount paid for the salaries of Public and Separate School Teachers	1,093,516	1,371,694	2,038,099	2,144,448	2,458,540	2,752,628	2,886,061
14	Total amount paid for the erection and repair of Public and Separate School Houses, and for libraries and apparatus, books, fuel, stationery, etc	379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609
15	Grand total paid for Public and Separate School Teachers salaries, the erection and repair of school houses, and for libraries, apparatus, etc	1,473,188	2,207,364	3,073,489	3,026,974	3,742,103	4,053,917	4,215,670
16	Total amount paid for High School (including Collegiate Institutes) Teachers' salaries	94,820	141,812	211,607	253,864	327,452	470,828	532,837
17	Total amount paid for erection and repair of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc	19,190	31,360	51,417	89,857	168,160	215,871	183,139
18	Amount paid for other educational purposes*	332,845	439,690	250 968	262,307	280,832	353,987	346,820
19	Grand total paid for educational purposes	1,920,023	2,820,226	3,587,481	3,633 002	4,518,549	5,094,603	5,278,466
20	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857	7,694	8,480	9,128
21	Total male teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,784
22	Total female teachers	2,041	2,850	3,448	3,795	4,876	5,710	6,344

* Colleges and Private Schools are included for 1867 and 1872.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1898.*

1. *ORDERS IN COUNCIL.*

1. MADAME J. E. MARIER, APPOINTED TEACHER IN FRENCH IN THE PROVINCIAL MODEL SCHOOL, OTTAWA. APPROVED (25th February, 1898).

2. RETIRING ALLOWANCE GRANTED TO MR. I. M. LEVAN, LATE VICE-PRINCIPAL OF THE NORMAL COLLEGE. APPROVED (17th March, 1898).

3. PAYMENT OF EXPENSES IN CONNECTION WITH TEXT BOOK COMMISSION. APPROVED (24th March, 1898).

4 PAYMENT OF EXPENSES IN CONNECTION WITH TEXT BOOK COMMISSION. APPROVED (31st March, 1898).

5. GRATUITIES GRANTED TO RETIRING MEMBERS OF THE OTTAWA NORMAL SCHOOL STAFF: MISS MARY G. JOYCE, MR. E. B. COPP, MR. W. B. WORKMAN, MR. T. H. MCGUIRL. APPROVED (26th July, 1898).

6. APPOINTMENTS TO THE STAFF OF THE OTTAWA NORMAL SCHOOL: MR. A. F. NEWLANDS, MR. T. A. BROWN, MISS ALICE E. G. WILSON. APPROVED (20th August, 1898).

7. GRANT TO THE VILLAGE OF WOODBRIDGE FOR CONTINUATION CLASS WORK. APPROVED (25th August, 1898).

8. GRATUITY TO MR. T. PARR ON RETIRING FROM TORONTO NORMAL AND MODEL SCHOOL STAFF. APPROVED (30th Sept., 1898).

9. PAYMENTS ON ACCOUNT OF TEACHERS' INSTITUTES, TO BOARDS OF SEPARATE SCHOOL TRUSTEES AT AMHERSTBURG, WALKERTON AND TORONTO. APPROVED (5th November, 1898).

10. GRATUITY GRANTED TO MR. WM. HOUSTON, M.A., ON RETIRING FROM THE PUBLIC SERVICE. APPROVED (28th December, 1898).

2. *MINUTES OF DEPARTMENT.*

1. SECOND CLASS CERTIFICATE OF MR. THOMAS JOHN FOY CANCELLED. APPROVED (4th January, 1898).

2. REGULATIONS REGARDING DUTIES OF EXAMINERS. APPROVED (30th March, 1898).

3. Specialist Standing in Mathematics Granted to Miss Margaret Hutchinson, B A. Approved (5th April, 1898).

4. County Board of Examiners Authorized to Grant Miss Maggie Fraser a Third Class Professional Certificate. A Full Junior Leaving Certificate to be Granted on Her passing Certain Subjects Approved (5th April, 1898).

5. County Board of Examiners Authorized to Grant Miss Jennie A. McDonald and Miss Annie E Carter, Third Class Professional Certificates. Full Junior Leaving Certificates to be Granted after Passing in Certain Subjects. Approved (11th May, 1898).

6. Circular to Inspectors and High School Principals as to Modifications in the Revised Regulations. Approved (25th May, 1898).

7. List of Public and High School Text Books. Approved (25th August, 1898).

III. *CIRCULARS FROM THE MINISTER.*

HIGH SCHOOL CADET CORPS.

Classes in Military Instruction.

In accordance with the provisions of section 10 of the High Schools Act, 1896, any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of $50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Education Department.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved :—

General.

1. High school cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2 Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education:

(*a*) Breech loading rifles of the Snider-Enfield or other approved pattern with bayonet and scabbard complete.

(*b*) Accoutrements, consisting of a waist belt with ball-bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accoutrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armory, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.

8. The Board of Trustees shall see that the members of its company are provided with a uniform forage cap, or other military head-dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle-green tunic or Norfolk jacket, with blue, black, grey or rifle-green trousers. The uniform, or any part thereof, provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular time table of the school. Regular attention and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

Qualification of Instructors.

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

Course of Instruction.

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows:

Infantry Drill, 1896:—

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercises for Canadian Militia, 1894. Manual Exercise for Short Rifle, page 23, Parts I., II. and III.

Inspection and Examination of Companies.

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant-General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of $50 for the current year to the Board of Trustees concerned.

High School Cadet Instructor's Certificates.

In order to afford High School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction will be provided in Toronto next July and August, lasting about one month. Details as to dates and other arrangements will be supplied by the Education Department on or about the first of May next. Teachers attending will be drilled by instructors from No. 2 Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows:

Infantry Drill, 1896:—

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16 1st, 2nd, 3rd and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercise for the Canadian Militia, 1894, Parts I., II. and III.

Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.

TO PUBLIC SCHOOL INSPECTORS.

My attention has been drawn to certain printed note books called "New School Helps," advertised for use in the Public Schools of the Province. The injurious effects of such "Helps" in the proper study and teaching of the school curriculum must be apparent to every well-trained teacher. It has been the settled policy of the Education Department to insist that no books, except those on the authorized list, can be used as text books in the school, and the use of the "New School Helps" or other "Summaries," instead of the authorized text books, is a clear violation of the statute and the regulations. You are hereby instructed to make immediate inquiry, regarding the use of the "Helps" above referred to, or other "Notes" or "Summaries" which may be substituted for the text books, and to withhold the grants in all cases where the law is violated.

Toronto, January, 1898.

SPECIALISTS' CERTIFICATES.

Information for Candidates.

Non-Professional Qualifications.

The Regulation dealing with the requirements is No. 51 of the Revised Regulations which were adopted in 1896. That Regulation reads as follows :

Any person who obtains an Honor Degree in the department of English and History, Moderns and History, Classics, Mathematics, or Science as specified in the calendars of any University of Ontario and accepted by the Education Department, shall be entitled to the non-professional standing of a specialist in such department. A graduate who has not taken an Honor Degree in one of the above courses shall be entitled to the non-professional standing of a specialist on submitting to the Department of Education a certificate from the Registrar of the University that he has passed, subsequent to graduation, the examinations prescribed for each year of the Honor course of the department for which he seeks to be recognized as a specialist, and which he has not already passed in his undergraduate course; or any examination which is recommended by the University as equivalent thereto and accepted as such by the Education Department.

Hereafter all candidates for non-professional standing of specialists must submit to the Education Department a certificate from the Registrar of the University showing that they have complied with the requirements agreed to by the Education Department and the University concerned. All enquiries regarding the courses accepted should be addressed to the University.

Professional Qualifications.

Every candidate for the professional examination must hold the necessary non-professional standing before writing at the examination at the Normal College for a specialist's certificate. The holder of an Assistant High School Teacher's Certificate who has the necessary non-professional standing is not required to attend the Normal College, but may write on the paper in "Methods" only. This paper may be taken at Hamilton or at any other place in the Province if the candidate makes arrangements with the Public School Inspector to preside. The Department must be informed of such arrangement at least one month before the examination.

Commercial Specialists.

Regulation 52. Any person who passes an examination in the subjects set forth in Schedule C—course for Commercial Specialists (each subject to be valued at 100), and who is the holder of a High School Assistants' Certificate obtained either before or after passing such examination, shall be entitled to a Commercial Specialist's Certificate.

Schedule C.

Bookkeeping.—Single and Double entry bookkeeping; wholesale and retail merchandising, commission business, manufacturing; warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions; statements and balance sheets, partnership adjustments, liquidation and administration of estates, auditing, filing papers, and the use of special columns and the various other expedients in bookkeeping to save time and labor and secure accuracy of work.

Note.—In 1895 it was announced in Circular 2, that after 1896 and 1897 the temporary provisions for obtaining the non-professional standing for specialists would cease in 1897, and that an honor degree, as defined in the Regulations, would after that year be required. In accordance with that intimation the following provision was made in October, 1896 :

As stated in the previous announcements to candidates, after 1897 an honor degree as defined in Circular 2, will be the only non-professional standing accepted for specialists in the departments therein mentioned. Candidates who apply under the temporary provisions of the circular referred to should remember that they must make good their claims in 1896 or 1897, if such claims can be considered.

Penmanship.—Theory and practice of penmanship, Spencerian and vertical; ledger headings; marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities, certain sinking funds, formation of interest and annuity tables, application of logarithms, stock and investments, partnership settlements, partial payments, equation of payments and exchange.

Banking.—Money and its substitutes; exchange; incorporation and organization of banks; business of banks, their relation to each other and to the business community; the clearing house system; legal requirements as to capital, shares, reserves, dividends, note issue; insolvency and consequent liability.

Business Forms.—Invoices, accounts, statements, due bills, orders, receipts, warehouse receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of exchange, bank drafts, cheques, bonds, debentures, coupons, instalment scrips, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets and special forms of general bookkeeping, books to suit special cases.

Law of Business.—Contracts; statue of limitations; negotiable paper and endorsements; sales of personal property; accounts, invoices, statement, etc.; chattel mortgages; real estate and mortgages; interest; agency; partnership; corporations; guarantee and suretyship; receipts and releases; insurances; master and servant; landlord and tenant; bailment; shipping and transportation; host and guest; telegraphs; auctions; patents; copyrights; trade marks and industrial designs; affidavits and declarations; subjects and aliens; wills, and joint stock companies.

Stenography.—The principles of Stenography; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of twelve words per minute; the dictated matter to comprise business correspondence or legal documents.

Drawing.—Object and Model Drawing; Perspective and Geometrical Drawing.

The examination in Drawing will be on the papers used at the Art School examinations in Primary and Advanced Geometry and Perspective and in Model, Memory and Blackboard Drawing.

For the rest of the course the examinations will be held in July and application with the fee of $5 should be sent to the Public School Inspector not later than the 24th of May.*

INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS RESPECTING DIPLOMAS FOR SCHOOL PREMISES.

1. In order to secure greater attention to the requirements of the School Act and Regulations with regard to school houses and their equipment, and also to the improvement of the school premises, the Education Department proposes to issue a diploma annually to every Public and Separate School that complies *fully* with the conditions of Regulations 1 to 9 inclusive (Public School Act, 1896) respecting Public Schools. The diploma will be beautifully lithographed and suitable for framing, and Trustees are requested to have it framed and hung up in the school room.

2. In order to determine whether any Public or Separate School is entitled to a diploma, the Inspector should consider the following: (*a*) *site*—healthfulness of situation, area, grading, drainage; (*b*) *fences*, gates, walls, woodshed; (*c*) *closets*—position, size,

* Books of reference recommended by the examiners:

The Canadian Accountant. By Beatty and Johnson.
Expert Bookkeeping. By C. A. Fleming, Owen Sound.
The Theory of Finance. By Geo. King. C. & E. Layton, Farringdon St., London, E.C.
Money and the Mechanism of Exchange. By W. S. Jevons. The Humboldt Publishing Co., New York.
Banking Act of 1890. The Carswell Co., Adelaide St., Toronto, Ont.
The Laws of Business. By C. A. Fleming.
Expert Bookkeeping. By C. A. Fleming.
Complete Phonographic Instructor. By Sir I. Pitman.

construction, screens, approaches and walks, cleanliness, regularity of disinfection; (*d*) *water supply*—abundance, convenience, purity; (*e*) *school yard*—tidiness, shade trees, flower beds; (*f*) *school house*—state of repair, air space, floor space, cloak rooms, porches; (*g*) *lighting*—position and size of windows, movability of sashes, blinds; (*h*) *heating and ventilation*—flues for constant circulation of air when too cold to open windows, screen on stove, if any, thermometer; (*i*) *furniture*—desks and seats for pupils and teacher, sanitary construction and suitability of size, means of preserving globes, maps, etc.; (*j*) *equipment*—sufficiency and quality of blackboard, brushes, pointers, chalk, maps and charts, globe, dictionary, clock; (*k*) *cleanliness and adornment*—porches, floors, walls, ledges, windows, ceiling, furniture, pictures, tablets, plants and other adornments; (*l*) *special*—encyclopædia, library, bell in belfry, lunch room, gymnasium or playroom, etc.

3. The Inspector shall make the examination for granting a diploma at one of his regular visits, and where possible in the presence of one of the Trustees and teacher. He shall report to the Minister of Education on or before the 1st of August each year such schools as are in his opinion entitled to a diploma.

4. Inspectors are requested to notify the Trustees of their intention to report upon the matters referred to in this circular, and to assist in enforcing the regulations of the Department already quoted. The school room and grounds of every Public and Separate School should be such object lessons of neatness, taste and cleanliness as would exert a permanent influence upon the habits and character of all who come in contact with them day by day.

PUBLIC AND SEPARATE SCHOOL INSPECTORS.

Since the abolition of the office of Local Superintendent and the appointment of Public School Inspectors, under the Act of 1871, the Public and Separate Schools of Ontario have made substantial progress, both as to school accommodation and the efficiency of the teachers. Much of this improvement may be credited to the fidelity and ability of the inspectors so appointed.

Among the varied duties assigned to inspectors by the Act of 1871 was that of addressing the ratepayers of every school section on such educational matters as in their opinion would be most helpful in maintaining the efficiency of the school, improving its surroundings or deepening the general interest in popular education. During the last ten years, however, the practice of delivering lectures has fallen into disuse, and the inspector now devotes nearly all his time to an examination of the pupils and the correspondence and routine of his office.

While no doubt it is the primary duty of the inspector to inspect, it is, nevertheless, apparent under our democratic system of government that educational progress depends upon an educated public opinion, and while it is desirable that an inspector should see that every Public School is properly conducted, and every child thoroughly instructed, it is, nevertheless, of much consequence to the progress of education in Ontario that those who support the Public and Separate Schools should be consulted at every seasonable opportunity. In order to accomplish this it is proposed that the inspector should deliver at least one lecture a year in every school section, commencing with the opening of the schools after the summer vacation. Without entering into details as to how this can be best carried out, I would briefly say that notice should be given through the school of the time at which such meeting is to be held, and that a special invitation be given to the trustees to be present. The lecture might be given ordinarily at half past three o'clock in the afternoon and, under exceptional circumstances, in the smaller towns in the evening.

A few of the matters requiring immediate attention in many rural schools, particularly, are the following:—

1. The sanitary condition of the school premises. There should be no mincing of words in dealing with this matter. In far too many cases the premises and outbuildings are in a bad condition, and should be improved without delay.

2. Although Arbor Day has been established for thirteen years, many rural school grounds are not planted as they should be with shade trees.

3. The water supply is still defective in too many instances.

4. The provision for sweeping the school room and washing the floors regularly is still inadequate in many sections.

5. Steps should be taken for making the school room attractive by pictures or other decorations.

6. The truancy law should be better enforced.

7. The teachers' services are not adequately appreciated.

8. Trustees should be encouraged to establish small libraries. A brief talk on the value of reading to boys and girls ten years old and upwards would be very useful

9. But few schools have yet erected a flag staff or provided themselves with the national flag. This need only be mentioned in many cases at a public meeting in order to have it attended to.

10. The attention of children in rural schools should be more strongly directed to the importance of agriculture and the advantage of a better knowledge of the chemistry of soils, the growth of plants, the protection of insectivorous birds, etc.

In the brief enumeration above given I do not by any means exhaust the various topics that might be discussed, but merely mention a few which should occupy your early attention and which I am sure you could discuss in a manner most acceptable and profitable to those who might attend the meeting. In order to assist trustees, you might suggest the appointment of a committee on the internal decoration of the school room. A committee might also be appointed for aiding the teacher in making Arbor Day effective in the planting of the grounds. No matter how zealous the teacher may be there is sometimes a difficulty, particularly in the case of female teachers, in getting the needed manual assistance. A small committee of young men of the section would overcome this difficulty and would also tend to excite an interest in the improvement of the homes as well as the school grounds.

I am aware that the Inspector's time is much occupied with travelling from school to school and with the necessary correspondence of his office. The inspection of the pupils is also laborious and exhausting; still it is to be remembered that there are incidental sources of education just as valuable to the pupil as preparation for the examination or the recitation of lessons assigned by the teacher. I am confident that the atmosphere of the school room is sufficiently academic and intense for all intellectual purposes. I am not so sure, however, that the public opinion outside the school has been cultivated as sedulously as the minds of the pupils. The inspector must not regard himself as a detective officer for discovering the faults of teachers or trustees, although in that respect he has duties to discharge. He is in a larger sense an educator of that public opinion, without which good school houses are impossible and trained teachers a matter of no consequence. I believe the academic and tutorial work of the inspectors is well done. I greatly fear that from a want of contact with the ratepayers, however, their power as leaders in the improvement of our school system is not as strongly felt as it should be.

The written report on the condition of the school should be sent to the trustees as usual, in order that they might have a definite statement of the condition of each school.

Toronto, June, 1898.

HIGH SCHOOL CADET CORPS.

Classes for Instructors.

In order to afford High School Teachers and others an opportunity of qualifying themselves to act as Instructors of Cadet Companies, arrangements have been made with the Department of Militia for having two special courses of instruction given in Toronto *during the summer* vacation. The first course will begin the 4th of July, and the

second course, should there be candidates to attend, the 4th of August. It is intended to provide daily instruction for five days in the week, during the hours from 9 30 a.m. to 12 30 p.m., and from 2 p.m. to 4 p.m. As the names and addresses are to be submitted by this Department one week previous to the above dates, application should be sent to the undersigned without delay.

Toronto, June, 1898.

DEPARTMENTAL REGULATIONS.

(Approved August, 1898.)

Text-books Authorized for Use in Public Schools, High Schools and Training Schools.

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails, and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Form I., II. and III. At the option of the Principal and the High School Board, books authorized for use in the Public Schools may be used in Form I.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College.

4. The text-books in Schedule "D" used in any school on the 1st July, 1898, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such schools until further notice.

5. For religious instruction, either the Sacred Scriptures or the Scripture Readings adopted by the Education Department shall be used as prescribed by the Regulations of the Education Department.

6. After December 31st, 1898, the authorized price of the text-books marked with an asterisk shall be as follows: Public School Geography, 60 cents: First Latin Book, 75 cents; Primary Latin Book, 75 cents; High School Bookkeeping, 60 cents.

Public Schools. (Schedule A.)

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 20
Third Reader	0 30
Fourth Reader	0 40
High School Reader	0 50
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
*Public School Geography	0 75
Public School Grammar	0 25
Public School History of England and Canada	0 30
History of the Dominion of Canada, Clement (for Fifth Form)	0 50
Public School Drawing Course—each number	0 05
Public School Physiology and Temperance	0 25
Public School Writing Course	0 07
Public School Speller—Gage (optional)	0 30
Public School Agriculture (optional)	0 25
Public School Domestic Science (optional)	0 50

French-English Readers.

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 25
Third Reader	0 35

German-English Readers.

Ahn's First German Book	$0 25
Ahn's Second German Book	0 45
Ahn's Third German Book	0 45
Ahn's Fourth German Book	0 50
Ahn's First German Reader	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B.)

English.

High School Reader	$0 50
High School English Grammar	0 75
High School English Composition	0 50
High School Composition from Models	0 75

History and Geography.

High School Geography	$1 00
High School History of England and Canada	0 65
High School History of Greece and Rome	0 75
History of the Dominion of Canada, Clement	0 50

Mathematics.

High School Arithmetic	$0 60
High School Algebra	0 75
Elements of Algebra, McLellan	0 75
High School Euclid (Books I., II., III., 50 cents)	0 75

Classics.

*First Latin Book	$1 00
*Primary Latin Book	1 00
High School Beginner's Greek Book	1 50

Moderns.

High School French Grammar	$0 75
High School French Reader	0 50
High School German Grammar	0 75
High School German Reader	0 50

Science.

High School Physical Science, Part I., 50 cents; Part II	$0 75
High School Botanical Note Book, Part I., 50 cents; Part II	0 60
High School Botany, Part II	0 60
High School Chemistry	0 50

Bookkeeping and Drawing.

*High School Bookkeeping	$0 65
Authorized Bookkeeping Exercises and Blank Book	0 25
High School Drawing Coarse, each number	0 10

Cadet Drill.

High School Cadet Drill (optional)	$0 40

TRAINING SCHOOLS. (SCHEDULE C.)

County Model Schools.

School Management, Millar	$1 00
School Management, Baldwin (Canadian edition)	0 75
Public School Physiology and Temperance	0 25
Psychology Applied to Teaching, Baldwin	1 50
Public School Agriculture (new edition)	0 25
Steps in the Phonic System	0 50

Normal Schools.

Outline Study of Man, Hopkins	$1 25
Lectures on Teaching, Fitch	1 00
School Management, Millar	1 00
School Management, Baldwin	0 75
Educational Reformers, Quick	1 50
Applied Psychology, McLellan	1 00
First Year at School, Sinclair	0 50
High School Cadet Drill Manual	0 40
Hints on Teaching Arithmetic, McLean	0 50
Public School Domestic Science	0 50

Ontario Normal College.

Applied Psychology, McLellan	$1 00
Education, Spencer	0 50
School Management, Millar	1 00
School Management, Landon	1 50
Educational Reformers, Quick	1 50
High School Cadet Drill Manual	0 40
Physical Culture, Houghton	0 50
Physical Education, McLaren, Part II, sections II. and III	2 00

(SCHEDULE D.)

Green's Short History of the English People	$1 50
Jeffers' History of Canada (Primer)	0 30
Public School Music Reader	0 40
High School Music Reader	0 75
Public School Agriculture (old edition)	0 40
Fasquelles-Sykes' Lessons in French	0 75

TEACHERS' READING COURSE FOR 1899 (SCHEDULE E.)

Froebel's Educational Laws for all Teachers (Hughes)	$1 50
Principles and Practice of Teaching (Johonnot)	1 50
La Salle (Parkman)	1 50

Candidates for admission to the Normal Schools in August, 1899, and in January, 1900, will be examined on the books in the Teachers' Reading Course as above

TO PUBLIC SCHOOL INSPECTORS.

DEAR SIR,—In framing Regulation 87, as found in the Revised Regulations of 1896, the object was to meet the different conditions of various parts of the Province. In a few inspectorates, some difficulty was experienced in securing a sufficient number of properly qualified teachers, while in other localities the number of teachers appeared to be in excess of the demand. It is desirable that all successful teachers, having Junior

Leaving standing, should be encouraged to obtain Second Class certificates. It is found that in many counties the supply of teachers has warranted the Board of Examiners in refusing to grant Renewals of any kind, while in other places Renewals have been granted only to those holding Junior Leaving standing, and who have proved themselves successful teachers.

As an outcome of this action, the number of applicants for admission to the Normal Schools is greater than can at present be accommodated. Under these circumstances, the County Board might fairly consider the propriety of granting a Renewal, under Regulation 87, to teachers holding expired Third Class certificates, who have the necessary Junior Leaving standing, provided evidence is given that they were unable, on application, to gain admission into either Normal School. This would protect them against the consequences of a condition in which they may find themselves, from no fault on their part.

Toronto, August, 1898.

MEMORANDUM.—COUNTY MODEL SCHOOLS.

Directions to Boards of Examiners.

1. The attention of Boards is directed to the provisions of Regulations (57-65) and to the information in the Model School Calendar.

2. If a Primary, Junior Leaving, or Senior Leaving Certificate is not presented, Regulations (45.49) will show the certificates that give equivalent standing. It will be understood that a Form I., a Commercial or a District Certificate, is accepted in lieu of a Public School Leaving Certificate and that a Form II. Certificate or a Primary Certificate granted in 1896 covers a Part I. of Form II. Certificate.

3. It should be understood that County Boards of Examiners are not allowed to award Third-class Certificates to candidates who do not make the higher percentage required by Regulation 63. A District Certificate shall not be granted under this section of the Regulations unless there is a scarcity of teachers, and until the consent of the Department has been first obtained

4. Renewals (Regulation 87) are now limited to the County and cannot be endorsed for another County. It is presumed that each Board will consider the interests of the schools in the County. If Renewals are granted, the grounds in each case should be stated. The Renewals granted will include any certificates "extended" as provided for in the same Regulation.

5. It is recommended that a Renewal be granted, if requested, in the case of any certificate expired when the candidate made application to attend the Normal School, but was informed that no more students could be admitted on account of lack of accommodation.

6. It will be the duty of the Board (Regulation 59) to grant no certificate to a candidate who will not be 18 years of age before the first of January next.

7. Answer papers with the Model School Principal's report are to be retained by the Board. The former may be destroyed after the first of March following.

8. The Board is requested to fill out the Official Report with all details asked for, and to forward it to the Education Department *not later than* the 31st of December.

Toronto, October, 1898.

TO INSPECTORS AND HIGH SCHOOL PRINCIPALS.

In Circular 50, dated the 20th of May, 1898, the modifications to be made for 1898-9 in the Revised Regulations were duly announced. From communications received at this Department, the wish is expressed to have settled at an early date the course of study, and the requirements for examinations for the next academic year. In dealing with the matter, I think it very desirable to have no changes made except such as are *warranted* by the temporary provisions already announced.

My attention has been drawn to the desirability of combining the examinations of Form I. and Part I. of Form II. of the High Schools, so as to have only two instead of three examinations held for Junior Leaving standing. It has also been suggested that the same question papers in some subjects, at least might be used for the Public School Leaving examination.

Under the Present Regulations, candidates for Junior Leaving standing must take Physics as one of the subjects of Part I. of Form II. For Matriculation, however, candidates are permitted by the University Curriculum to take Physics with the subjects of the Second Part of Matriculation. It has been urged that similar latitude should be allowed Junior Leaving candidates.

In dealing with any modifications to be made it is well to keep in view the conditions of the different schools, and the aims of all classes of pupils. It is especially desirable to consider :—

(1) The importance of so directing the course of study that students, who are not likely to become teachers or to enter a profession, and whose attainments will probably not extend, should they enter a High School, beyond the work of Form II., may confine their attention to subjects best suited for the ordinary purposes of life.

(2) The necessity of meeting the conditions of pupils, who have passed the High School Entrance examination, and who are attending (*a*) rural schools, (*b*) graded Public Schools in towns and villages where there are no High Schools, or (*c*) High Schools and Collegiate Institutes.

As I am anxious that the conditions of the various High and Public Schools should be fairly considered, and that the interests of pupils of all classes may be carefully guarded, I shall be pleased to learn your views regarding the points here submitted, together with any other expression of opinion respecting changes in the Regulations which you desire to have made.

Kindly reply before January 10th, 1899.

Toronto, December, 1898.

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1898.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1897, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid according to this Schedule, through their respective County, City, Town, and Village Treasurers.

The grant formerly made by County Councils as the equivalent of the Government grant has been dispensed with. The original intention of this grant was that it should be levied by uniform rate over the whole county. In practice, however, it was found in almost every case to be levied on the township, and thus as a matter of fact, was a township rather than a county grant. Under the School Act of 1896 township councils are authorized to levy the sum of $50 for each school, in addition to the sum of $100 which they were authorized to raise under the Act of 1891. As the sum formerly levied by the county amounted to over $30 per school, the increased contribution made by the township is less than $20 in excess of what it formerly was. As the law now stands, every township council is required to raise $150 for every school in the township. In the case of schools with an assistant teacher, $100 additional is required for such teacher.

Toronto, May, 1898.

Public School Apportionment to Counties for 1898.

1. COUNTY OF BRANT.

Municipalities.	*Apportionments.*
Brantford	$621 00
Burford	555 00
Dumfries, South	331 00
Oakland	94 00
Onondaga	145 00
Total	$1 746 00

2. COUNTY OF BRUCE.

Albemarle	$169 00
Amabel	408 00
Arran	322 00
Brant	475 00
Bruce	348 00
Carrick	372 00
Culross	251 00
Eastnor	196 00
Elderslie	316 00
Greenock	281 00
Huron	230 00
Kincardine	378 00
Kinloss	309 00
Lindsay and St. Edmunds	88 00
Saugeen	188 00
Total	$4,331 00

3. COUNTY OF CARLETON.

Fitzroy	$303 00
Gloucester	520 00
Goulburn	322 00
Gower, North	245 00
Huntley	271 00
March	102 00
Marlborough	194 00
Nepean	477 00
Osgoode	526 00
Torbolton	120 00
Total	$3,080 00

4. COUNTY OF DUFFERIN.

Amaranth	$396 00
Garafraxa, East	255 00
Luther, East	205 00
Melancthon	445 00
Mono	414 00
Mulmur	381 00
Total	$2,096 00

5. COUNTY OF ELGIN.

Aldborough	$597 00
Bayham	428 00
Dorchester, South	185 00

COUNTY OF ELGIN.

Municipalities.	*Apportionment.*
Dunwich	$365 00
Malahide	446 00
Southwold	499 00
Yarmouth	598 00
Total	$3,118 00

6. COUNTY OF ESSEX.

Anderdon	$183 00
Colchester, North	158 00
" South	312 00
Gosfield, North	205 00
" South	267 00
Maidstone	310 00
Malden	135 00
Mersea	470 00
Pelee Island	77 00
Rochester	290 00
Sandwich, East	197 00
" West	263 00
" South	203 00
Tilbury, North	272 00
" West	226 00
Total	$3,568 00

7. COUNTY OF FRONTENAC.

Barrie	$ 81 00
Bedford	170 00
Clarendon and Miller	100 00
Hinchinbrooke	161 00
Howe Island	....
Kennebec	154 00
Kingston	341 00
Loughborough	167 00
Olden	130 00
Oso	132 00
Palmerston and Canonto	123 00
Pittsburg	269 00
Portland	255 00
Storrington	240 00
Wolfe Island	131 00
Total	$2,454 00

8. COUNTY OF GREY.

Artemesia	$499 00
Bentinck	537 00
Collingwood	433 00
Derby	242 00
Egremont	399 00
Euphrasia	399 00
Glenelg	292 00
Holland	414 00
Keppel	436 00

PUBLIC SCHOOL IN SECTION NO. 3, BARTON.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

COUNTY OF GREY.

Municipalities.	*Apportionment.*
Normanby	532 00
Osprey	406 00
Proton	374 00
Sarawak	184 00
St. Vincent	362 00
Sullivan	458 00
Sydenham	436 00
Total	$6,403 00

9. COUNTY OF HALDIMAND.

Canborough	$123 00
Cayuga, North	199 00
" South	102 00
Dunn	110 00
Moulton	216 00
Oneida	187 00
Rainham	200 00
Seneca	245 00
Sherbrooke	50 00
Walpole	387 00
Total	$1,819 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	$ 33 00
Cardiff	73 00
Dunley, Dysart, Harcourt, Harburn, Guilford	125 00
Glamorgan	65 09
Livingstone	6 00
Lutterworth	57 00
McClintock	7 00
Minden	151 00
Monmouth	65 00
Nightingale	1 00
Sherbourne	18 00
Snowdon	100 00
Stanhope	54 00
Total	$755 00

11. COUNTY OF HALTON.

Esquesing	$463 00
Nassagaweya	300 00
Nelson	365 00
Trafalgar	437 00
Total	$1,565 00

Municipalities.	*Apportionment.*

12. COUNTY OF HASTINGS.

Carlow	$ 73 00
Dungannon	99 00
Elzevir and Grimsthorpe	146 00
Faraday	108 00
Hungerford	432 00
Huntingdon	295 00
McClure, Wicklow and Bangor	104 00
Herschel and Monteagle	224 00
Madoc	309 00
Marmora and Lake	240 00
Mayo	62 00
Rawdon	420 00
Sidney	486 00
Thurlow	577 00
Tudor and Cashel	100 00
Limerick	60 00
Wollaston	85 00
Tyendinaga	391 00
Total	$4,211 00

13. COUNTY OF HURON.

Ashfield	$365 00
Colborne	225 00
Goderich	308 00
Grey	437 00
Hay	426 00
Howick	531 00
Hullett	341 00
McKillop	329 00
Morris	368 00
Stanley	272 00
Stephen	460 00
Tuckersmith	320 00
Turnberry	289 00
Usborne	295 00
Wawanosh, East	232 00
" West	241 00
Total	$5,439 00

14. COUNTY OF KENT.

Camden	$314 00
Chatham	653 00
Dover	498 00
Harwich	517 00
Howard	419 00
Orford	322 00
Raleigh	472 00
Romney	220 00
Tilbury, East	380 00
Zone	158 00
Total	$3,953 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

15. COUNTY OF LAMBTON.

Municipalities.	*Apportionment.*
Bosanquet	$310 00
Brooke	454 00
Dawn	408 00
Enniskillen	643 00
Euphemia	271 00
Moore	567 00
Plympton	424 00
Sarnia	265 00
Sombra	396 00
Warwick	443 00
Total	$4,181 00

16. COUNTY OF LANARK.

Bathurst	$303 00
Beckwith	209 00
Burgess, North	48 00
Dalhousie and Sherbrooke, North	229 00
Darling	87 00
Drummond	242 00
Elmsley, North	127 00
Lanark	213 00
Lavant	68 00
Montague	254 00
Pakenham	199 00
Ramsay	276 00
Sherbrooke, South	112 00
Total	$2,367 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	$347 00
Crosby, North	145 00
" South	208 00
Elizabethtown	485 00
Elmsley, South	101 00
Kitley	244 00
Leeds and Lansdowne, Front	353 00
" " Rear	270 00
Yonge and Escott, Rear	133 00
Yonge, Front and Escott	298 00
Total	$2,584 00

17 (*a*). COUNTY OF GRENVILLE.

Augusta	$476 00
Edwardsburg	430 00
Gower, South	94 00
Oxford, Rideau	362 00
Wolford	227 00
Total	$1,589 00

18. COUNTY OF LENNOX AND ADDINGTON.

Municipalities.	*Apportionment.*
Adolphustown	$ 64 00
Amherst Island	108 00
Anglesea, Effingham and Kaladar	153 00
Camden, East	507 00
Denbigh, Abinger and Ashley	120 00
Ernestown	375 00
Fredericksburg, North	175 00
" South	128 00
Richmond	272 00
Sheffield	224 00
Total	$2,126 00

19. COUNTY OF LINCOLN.

Caistor	$231 00
Clinton	239 00
Gainsborough	281 00
Grantham	226 00
Grimsby, North	137 00
" South	174 00
Louth	202 00
Niagara	216 00
Total	$1,706 00

20. COUNTY OF MIDDLESEX.

Adelaide	$269 00
Biddulph	247 00
Caradoc	480 00
Delaware	190 00
Dorchester, North	441 00
Ekfrid	338 00
Lobo	336 00
London	1,073 00
McGillivray	366 00
Metcalfe	194 00
Mosa	340 00
Nissouri, West	314 00
Westminster	562 00
Williams, East	180 00
" West	183 00
Total	$5,513 00

21. COUNTY OF NORFOLK.

Charlotteville	$423 00
Houghton	244 00
Middleton	323 30
Townsend	434 00
Walsingham, North	276 00
" South	247 00
Windham	451 00
Woodhouse	253 00
Total	$2,651 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

22. COUNTY OF NORTHUMBERLAND.

Municipalities.	*Apportionment.*
Alnwick	$134 00
Brighton	313 00
Cramahe	317 00
Haldimand	454 00
Hamilton	515 00
Monaghan, South	116 00
Murray	365 00
Percy	373 00
Seymour	360 00
Total	$2,947 00

22(*a*). COUNTY OF DURHAM.

Cartwright	$233 00
Cavan	328 00
Clarke	526 00
Darlington	533 00
Hope	424 00
Manvers	3 6 00
Total	$2,400 00

23. COUNTY OF ONTARIO.

Brock	$454 00
Mara (including arrears)	490 00
Pickering	673 00
Rama	165 00
Reach	466 00
Scott	278 00
Scugog Island	66 00
Thorah	192 00
Uxbridge	348 00
Whitby, East	316 00
Whitby	275 00
Total	$3,721 00

24. COUNTY OF OXFORD.

Blandford	$207 00
Blenheim	575 00
Dereham	416 00
Nissouri, East	338 00
Norwich, North	268 00
" South	305 00
Oxford, North	158 00
" East	244 00
" West	254 00
Zorra, East	474 00
" West	323 00
Total	$3,562 00

25. COUNTY OF PEEL.

Municipalities.	*Apportionment.*
Albion	$323 00
Caledon	528 00
Chinguacousy	509 00
Gore of Toronto	114 00
Toronto	618 00
Total	$2,092 00

26. COUNTY OF PERTH.

Blanchard	$337 00
Downie	316 00
Easthope, North	269 00
" South	236 00
Ellice	372 00
Ema	458 00
Fullarton	274 00
Hibbert	254 00
Logan	347 00
Mornington	325 00
Wallace	343 00
Total	$3,531 00

27. COUNTY OF PETERBOROUGH.

Anstruther	$ 31 00
Asphodel	205 00
Belmont	208 00
Burleigh	53 00
Cavendish	18 00
Chandos	99 00
Douro	252 00
Dummer	249 00
Ennismore	100 00
Galway	111 00
Harvey	123 00
Methuen	29 00
Monaghan, North	137 00
Otonabee	412 00
Smith	344 00
Total	$2,371 00

28. COUNTY OF PRESCOTT.

Alfred	$ 40 00
Caledonia	129 00
Hawkesbury, East	305 00
" West	325 00
Longueuil	68 00
Plantagenet, North	464 00
" South	258 00
Total	$1,589

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

28 (a). COUNTY OF RUSSELL.

Municipalities.	*Apportionment.*
Cambridge	$190 00
Clarence	198 00
Cumberland	312 00
Russell	186 00
Total	$886 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	$322 00
Athol	143 00
Hallowell	384 00
Hillier	204 00
Marysburg, North	141 00
" South	158 00
Sophiasburg	246 00
Total	$1,598 00

30. COUNTY OF RENFREW.

Admaston	$255 00
Algona, South	108 00
Alice and Fraser	230 00
Bagot and Blithfield	174 00
Brougham	58 00
Bromley	187 00
Brudenell and Lynedoch	164 00
Grattan	237 00
Griffith and Matawatchan	68 00
Hagarty, Jones, Sherwood, Richards and Burns	259 00
Head, Clara and Maria	62 00
Horton	182 00
McNab	432 00
Pembroke	84 00
Petewawa	114 00
Radcliffe and Raglan	119 00
Rolph, Wylie, McKay, Buchanan	113 00
Ross	338 00
Sebastopol	89 00
Stafford	105 00
Westmeath	403 00
Wilberforce and Algona, North	280 00
Total	$4,061 00

31. COUNTY OF SIMCOE.

Adjala	$234 00
Essa	495 00
Flos	455 00
Gwillimbury, West	298 00
Innisfil	484 00
Matchedash	53 00

COUNTY OF SIMCOE.

Municipalities.	*Apportionment.*
Medonte	443 00
Nottawasaga	669 00
Orillia	457 00
Oro	503 00
Sunnidale	289 00
Tay	479 00
Tiny	352 00
Tecumseth	440 00
Tossorontio	186 00
Vespra	342 00
Total	$6,179 00

32. COUNTY OF STORMONT.

Cornwall	$538 00
Finch	336 00
Osnabruck	575 00
Roxborough	437 00
Total	$1,886 00

32 (a). COUNTY OF DUNDAS.

Matilda	$457 00
Mountain	348 00
Williamsburg	470 00
Winchester	402 00
Total	$1,677 00

32 (b). COUNTY OF GLENGARRY.

Charlottenburg	$576 00
Kenyon	476 00
Lancaster	409 00
Lochiel	446 00
Total	$1,907 00

33. COUNTY OF VICTORIA.

Bexley	$ 99 00
Carden	90 00
Dalton	62 00
Eldon	387 00
Emily	255 00
Fenelon	297 00
Laxton, Digby and Longford	99 00
Mariposa	449 00
Ops	298 00
Somerville	231 00
Verulam	233 00
Total	$2,500 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1898.

34. COUNTY OF WATERLOO.

Municipalities.	*Apportionment.*
Dumfries, North	$266 00
Waterloo	818 00
Wellesley	464 00
Wilmot	604 00
Woolwich	518 00
Total	$2,670 00

35. COUNTY OF WELLAND.

Bertie	$364 00
Crowland	128 00
Humberstone	320 00
Pelham	288 00
Stamford	256 00
Thorold	216 00
Wainfleet	346 00
Willoughby	119 00
Total	$2,037 00

36. COUNTY OF WELLINGTON.

Arthur	$322 00
Eramosa	327 00
Erin	405 00
Garafraxa, West	342 00
Guelph	277 00
Luther, West	265 00
Maryborough	378 00
Minto	383 00
Nichol	208 00
Peel	461 00
Pilkington	177 00
Puslinch	422 00
Total	$3,967 00

37. COUNTY OF WENTWORTH.

Municipalities.	*Apportionment.*
Ancaster	$486 00
Barton	430 00
Beverly	509 00
Binbrook	179 00
Flamborough, East	318 00
" West	343 00
Glanford	197 00
Saltfleet	363 00
Total	$2,825 00

38. COUNTY OF YORK.

Etobicoke	$416 00
Georgina	202 00
Gwillimbury, East	419 00
" North	171 00
King	639 00
Markham	640 00
Scarborough	466 00
Vaughan	543 00
Whitchurch	460 00
York	969 00
Total	$4,925 00

39. DISTRICTS.

Algoma, Muskoka, Nipissing, Parry Sound	Including separate schools, but not towns and villages named in this list.	$35,000 00
Total		$35,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1898 PAYABLE THROUGH THIS DEPARTMENT.

School Sections.		*Apportionment.*
Adjala	10	$20 00
Alfred	3	18 00
"	6	23 00
" 7 (with 8, Plantagenet, South)		14 00
"	7	23 00
"	8	41 00
"	9	30 00
"	10	79 00
"	11	21 00
"	12	34 00
"	13	29 00
"	14	21 00
"	15	7 00

School Sections.		*Apportionment.*
Admaston	4	25 00
Anderdon	2, 5 and 8	32 00
"	3 and 4	15 00
Arthur	6	37 00
"	10	27 00
Ashfield	2	51 00
Asphodel	4	21 00
Augusta	15	26 00
Biddulph	6	23 00
" 9 (with 1 McGillivray)		8 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing)		....
Brant (with 3 Greenock)	2	8 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1898 PAYABLE THROUGH THIS DEPARTMENT.

School Sections.	*Apportionment.*	
Brighton	1 (15)	8 00
Bromley	4	22 00
"	6	25 00
Brougham	1	11 00
Burgess, North	2	30 00
"	4	19 00
"	6	9 00
Caledonia	3, 4 and 10	16 00
"	6 (with 7 Plantagenet, S.)	10 00
"	12	48 00
Cambridge	3	24 00
"	4	24 00
"	5	27 00
"	6 to be app'td.	
"	6 and 7	51 00
Carrick	1	45 00
" (with 1 Culross)	1	70 00
Carrick	2	14 00
" (with 2 Culross)	2	14 00
"	4 to be app'td.	
"	14	101 00
Charlottenburg	15	30 00
Clarence	5	66 00
"	6	50 00
"	8	43 00
"	11	27 00
"	12	21 00
"	13	22 00
"	14	30 00
"	16	16 00
"	19	16 00
"	20	19 00
"	21	22 00
Cornwall	1	21 00
"	16	55 00
Crosby, North	4	64 00
"	7	3 00
Culross (with 1 Carrick)	1	67 00
" " 2 "	2	20 00
Cumberland	10	17 00
"	11	10 00
"	13	22 00
"	14	39 00
Downie	9	31 00
Edwardsburg	2	21 00
Ellice	7	16 00
Ferris	3 (District of Nipissing)	
"	4 "	
Finch	5	38 00
Flamborough, West	2	13 00
Greenock	3 (with 2 Brant)	60 00
Glenelg	5	16 00
"	7	33 00
Gloucester	1 (with 3 Osgoode)	8 00
"	4, 5 and 12	7 00
"	14	32 00
"	15	62 00
"	20	20 00
"	22	16 00

School Sections.	*Apportionment.*	
Gloucester	25	65 00
"	26	24 00
Griffith, etc	3 to be app'td.	
Hagarty	4	37 00
Haldimand	2	18 00
"	14	10 00
"	21	8 00
Harwich	9	30 00
Hawkesbury, East	2	63 00
"	4	13 00
"	6	22 00
"	7	89 00
"	10	49 00
"	11	21 00
"	12	19 00
"	15	17 00
"	16	7 00
Hay	1	40 00
Hibbert	(1) 3	18 00
Howe Island	1	26 00
"	2	40 00
"	3	36 00
Holland, etc	3	12 00
Hullett	2	10 00
Keewatin	1 (see District of Algoma)	
Kingston	8	24 00
Lancaster	14	29 00
Lochiel	12A	26 00
"	12B	65 00
Longueuil, West	2	20 00
"	4A	17 00
"	7	21 00
Loughboro'	2	13 00
"	10	18 00
Maidstone	1	44 00
"	4 (with 2 Rochester)	13 00
Malden	3A	27 00
"	3B	24 00
Mara (including arrears)	3	102 00
March	3	36 00
Marmora and Lake	1	14 00
Matawatchan	3	19 00
Moore	3, 4 and 5	10 00
Mornington	4	34 00
McGillivray	1 (with 9 Biddulph)	7 00
McKillop	1	21 00
Nepean	7	44 00
"	15	63 00
Nichol	1	28 00
Normanby	5	16 00
"	10	8 00
Osgoode	1	23 00
"	2 (15)	15 00
"	3 (with 1 Gloucester)	10 00
Papineau	1 (see District of Nipissing)	
"	2B " "	
Peel	8	3 00
"	12	23 00
Percy	5	6 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1898, PAYABLE THROUGH THIS DEPARTMENT.

School Sections.		*Apportionment.*
Percy	12 (with 12 Seymour)	6 00
Plantagenet, North	4	20 00
" "	7	18 00
" "	8	27 00
" "	9	25 00
" "	12	18 00
" South	4 to be app'td.	
" "	7	35 00
" "	7 (with 6 Caledonia)	9 00
" "	8	31 00
" "	8 (with 7 Alfred)	12 00
Proton	6	22 00
Raleigh	4	15 00
"	5	25 00
"	6	28 00
Richmond	10 and 17	17 00
Rochester	2 (with 4 Maidstone)	27 00
Roxboro'	12	56 00
"	16	34 00
Russell	1	16 00
"	4	5 00
"	6	72 00
"	7	22 00
"	8	38 00
Sandwich, East	1	91 00
" "	2	31 00
" West	6 and 9	26 00
Seymour	12 (with 12 Percy)	7 00
Sheffield	5	28 00
Sombra	5	34 00
Stafford	2	24 00
Stephen	6	33 00
Springer	1 (see District of Nipissing)	
"	2 " "	
Sydenham	7	5 00
Tiny	2	117 00
Toronto Gore	6	16 00
Tyendinaga	18	22 00
"	20	22 00
"	24	20 00
"	28	13 00
"	30	13 00
Vespra	7	10 00
Waterloo	13	64 00
Wawanosh, West	1	23 00
Wellesley	5	19 00
"	9 and 10	29 00
"	11	93 00
"	12	9 00
Westminster	13	15 00
Widdifield	2 (see District of Nipissing)	
Williams, West	10	29 00
Wilmot	15½	64 00
Winchester	22 (with 1 Russell)	18 00
Windham	8	55 00
Wolfe Island	1	8 00
"	2	14 00
"	4	29 00
Woolwich	10	27 00
Yonge and Escott R.	4	13 00
York	1	33 00
Total		$5,393 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1898.

Cities.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Belleville	1,037 00	249 00	1,286 00
Brantford	1,785 00	223 00	2,008 00
Chatham	922 00	165 00	1,087 00
Guelph	1,056 00	272 00	1,328 00
Hamilton	5,231 00	954 00	6,185 00
Kingston	1,759 00	468 00	2,227 00
London	3,906 00	575 00	4,480 00
Ottawa	3,317 00	3,327 00	6,644 00
St. Catharines	1,019 00	236 00	1,255 00
St. Thomas	1,238 00	125 00	1,363 00
Stratford	1,085 00	231 00	1,316 00
Toronto	19,829 00	2,824 00	22,653 00
Windsor	1,474 00	.....	1,474 00
Total	43,657 00	9,649 00	53,306 00
Towns.			
Alliston	227 00	.....	227 00
Almonte	272 00	104 00	376 00
Amherstburg	131 00	135 00	266 00
Arnprior	286 00	177 00	463 00
Aurora	188 00	.....	188 00
Aylmer	268 00	.....	268 00
Barrie	671 00	139 00	810 00
Berlin	853 00	220 00	1,073 00
Blenheim	189 00	.....	189 00
Bothwell	136 00	.....	136 00
Bowmanville	360 00	.....	360 00
Bracebridge	247 00	.....	247 00
Brampton	363 00	.....	363 00
Bridgeburg	179 00	.....	179 00
Brockville	841 00	251 00	1,092 00
Carleton Place	531 00	.....	531 00
Clinton	316 00	.....	316 00
Cobourg	371 00	128 00	499 00
Collingwood	661 00	.....	661 00
Cornwall	339 00	444 00	783 00
Deseronto	393 00	.....	393 00
Dresden	216 00	.....	216 00
Dundas	372 00	122 00	494 00
Durham	159 00	.....	159 00
Essex	187 00	.....	187 00
Forest	193 00	.....	193 00
Fort William	196 00	.....	196 00
Galt	866 00	58 00	924 00
Gananoque	440 00	.....	440 00
Goderich	421 00	44 00	465 00
Gore Bay	78 00	.....	78 00
Gravenhurst	229 00	.....	229 00
Harriston	216 00	.....	216 00
Ingersoll	472 00	76 00	548 00
Kincardine	288 00	.....	288 00
Leamington	309 00	.....	309 00
Lindsay	620 00	214 00	834 00
Listowel	310 00	.....	310 00
Little Current	117 00	.....	117 00
Mattawa	62 00	149 00	211 00
Mesford	230 00	.....	230 00
Midland	296 00	.....	296 00
Mitchell	273 00	.....	273 00
Milton	147 00	.....	147 00
Mount Forest	291 00	.....	291 00

Towns.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Napanee	384 00		384 00
Newmarket	228 00	34 00	262 00
Niagara	147 00		147 00
Niagara Falls	423 00	116 00	539 00
North Bay	170 00	90 00	260 00
North Toronto	199 00		199 00
Oakville	196 00	23 00	219 00
Orangeville	457 00		457 00
Orillia	494 00	111 00	605 00
Oshawa	456 00	47 00	503 00
Owen Sound	897 00	67 00	964 00
Palmerston	247 00		247 00
Parkhill	145 00	30 00	175 00
Paris	343 00	29 00	372 00
Parry Sound	168 00		168 00
Pembroke	349 00	266 00	615 00
Penetanguishene	302 00		302 00
Perth	304 00	101 00	405 00
Peterborough	952 00	402 00	1,354 00
Petrolea	565 00		565 00
Picton	414 00	31 00	445 00
Port Arthur	273 00	99 00	372 00
Port Hope	561 00		561 00
Prescott	228 00	127 00	355 00
Rat Portage	199 00	81 00	280 00
Renfrew	213 00	165 00	378 00
Ridgetown	278 00		278 00
Sandwich	168 00		168 00
Sarnia	695 00	80 00	775 00
Sault Ste. Marie	356 00	57 00	413 00
Seaforth	297 00		297 00
Simcoe	349 00		349 00
Smith's Falls	529 00		529 00
Stayner	158 00		158 00
Sturgeon Falls	41 00	94 00	135 00
St. Mary's	380 00	41 00	421 00
Strathroy	378 00		378 00
Sudbury	95 00	93 00	188 00
Thessalon	68 00		68 00
Thornbury	91 00		91 00
Thorold	196 00	77 00	273 00
Tilsonburg	274 00		274 00
Toronto Junction	587 00		587 00
Trenton	355 00	168 00	523 00
Uxbridge	229 00		229 00
Vankleekhill	166 00	134 00	300 00
Walkerton	272 00	91 00	363 00
Walkerville	137 00		137 00
Wallaceburg	309 00	48 00	357 00
Waterloo	348 00	54 00	402 00
Welland	226 00		226 00
Whitby	282 00	34 00	316 00
Wiarton	260 00		260 00
Wingham	263 00		263 00
Woodstock	1,093 00		1,093 00
Totals	33,004 00	5,051 00	38,055 00
Incorporated Villages.			
Acton	157 00		157 00
Ailsa Craig	79 00		79 00
Alexandria	41 00	150 00	191 00
Alvinston	124 00		124 00
Arkona	62 00		62 00
Arthur	107 00	63 00	170 00

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Athens	120 00		120 00
Ayr	115 00		115 00
Ashburnham	210 00		210 00
Bath	51 00		51 00
Bayfield	83 00		83 00
Beamsville	101 00		101 00
Beaverton	103 00		103 00
Beeton	80 00		80 00
Belle River	66 00		66 00
Blyth	116 00		116 00
Bobcaygeon	112 00		112 00
Bolton	78 00		78 00
Bradford	115 00		115 00
Brighton	170 00		170 00
Brussels	146 00		146 00
Burk's Falls	83 00		83 00
Burlington	162 00		162 00
Caledonia	116 00		116 00
Campbellford	269 00		269 00
Cannington	144 00		144 00
Cardinal	112 00		112 00
Casselman	19 00	97 00	116 00
Cayuga	138 00		138 00
Chesley	214 00		214 00
Chesterville	87 00		87 00
Chippawa	63 00		63 00
Clifford	78 00		78 00
Colborne	134 00		134 00
Creemore	83 00		83 00
Delhi	99 00		99 00
Drayton	112 00		112 00
Dundalk	78 00		78 00
Dunnville	235 00		235 00
Dutton	94 00		94 00
East Toronto	168 00		168 00
Eganville	70 00	61 00	131 00
Elmira	135 00		135 00
Elora	135 00	22 00	157 00
Embro	75 00		75 00
Erin	62 00		62 00
Exeter	221 00		221 00
Fenelon Falls	154 00		154 00
Fergus	177 00	12 00	189 00
Fort Erie	120 00		120 00
Garden Island	39 00		39 00
Georgetown	184 00		184 00
Glencoe	130 00		130 00
Grand Valley	96 00		96 00
Grimsby	106 00		106 00
Hagersville	119 00		119 00
Hastings	55 00	38 00	93 00
Havelock	110 00		110 00
Hawkesbury	53 00	210 00	263 00
Hensall	111 00		111 00
Hespeler	254 00		254 00
Hintonburg	112 00	114 00	226 00
Holland Landing	51 00		51 00
Huntsville	154 00		154 00
Iroquois	133 00		133 00
Kemptville	165 00		165 00
Kingsville	165 00		165 00
Lakefield	144 00		144 00
Lanark	108 00		108 00
Lancaster	89 00		89 00
L'Orignal	125 00	23 00	148 00
London, West	242 00		242 00
Lucan	99 00		99 00

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
.....	183 00	.....	183 00
.....	143 00	.....	143 00
.....	96 00	.....	96 00
.....	128 00	.....	128 00
.....	83 00	.....	83 00
e.....	128 00	.....	128 00
.....	164 00	43 00	207 00
.....	125 00	.....	125 00
.....	71 00	.....	71 00
.....	214 00	.....	214 00
.....	54 00	.....	54 00
.....	79 00	.....	79 00
.....	51 00	.....	51 00
.....	76 00	.....	76 00
urg	158 00	.....	158 00
lls, South	174 00	.....	174 00
.....	149 00	.....	149 00
.....	135 00	.....	135 00
.....	125 00	.....	125 00
.....	69 00	.....	69 00
st	111 00	.....	111 00
.....	136 00	.....	136 00
ard	167 00	.....	167 00
.....	51 00	36 00	87 00
g.....	34 00	.....	34 00
ne	115 00	21 00	136 00
usie	89 00	26 00	115 00
.....	134 00	.....	134 00
.....	174 00	.....	174 00
.....	185 00	.....	185 00
n.....	74 00	.....	74 00
y	74 00	.....	74 00
.....	221 00	48 00	269 00
.....	45 00	.....	45 00
Hill	80 00	.....	80 00
.....	26 00	135 00	161 00
.....	173 00	.....	173 00
on	191 00	.....	191 00
.....	56 00	.....	56 00
.....	98 00	.....	98 00
.....	156 00	.....	156 00
.....	74 00	.....	74 00
.....	45 00	.....	45 00
.....	77 00	.....	77 00
.....	80 00	.....	80 00
.....	127 00	.....	127 00
.....	110 00	.....	110 00
.....	73 00	.....	73 00
.....	75 00	50 00	125 00
.....	62 00	.....	62 00
.....	63 00	.....	63 00
.....	79 00	28 00	107 00
.....	45 00	.....	45 00
.....	89 00	.....	89 00
.....	308 00	.....	308 00
.....	129 00	.....	129 00
.....	169 00	.....	169 00
.....	73 00	.....	73 00
.....	116 00	17 00	133 00
.....	123 00	.....	123 00
.....	82 00	.....	82 00
.....	66 00	.....	66 00
.....	105 00	.....	105 00
.....	57 00	.....	57 00
al	15,689 00	1,194 00	16,883 00

SUMMARY OF APPORTIONMENT FOR 1898.

Counties.	Public Schools.	Separate Schools.	Total
	$ c.	$ c.	$ c.
1 Brant	1,746 00		1,746 00
2 Bruce	4,331 00	399 00	4,730 00
3 Carleton	3,080 00	425 00	3,505 00
4 Dufferin	2,096 00		2,096 00
5 Elgin	3,118 00		3,118 00
6 Essex	3,568 00	330 00	3,898 00
7 Frontenac	2,454 00	208 00	2,662 00
8 Grey	6,403 00	112 00	6,515 00
9 Haldimand	1,819 00		1,819 00
10 Haliburton	755 00		755 00
11 Halton	1,565 00		1,565 00
12 Hastings	4,211 00	104 00	4,315 00
13 Huron	5,439 00	178 00	5,617 00
14 Kent	3,953 00	98 00	4,051 00
15 Lambton	4,181 00	44 00	4,225 00
16 Lanark	2,367 00	58 00	2,425 00
17 Leeds and Grenville	4,173 00	127 00	4,300 00
18 Lennox and Addington	2,126 00	45 00	2,171 00
19 Lincoln	1,706 00		1,706 00
20 Middlesex	5,513 00	82 00	5,595 00
21 Norfolk	2,651 00	55 00	2,706 00
22 Northumberland and Durham	5,347 00	63 00	5,410 00
23 Ontario	3,721 00	102 00	3,823 00
24 Oxford	3,562 00		3,562 00
25 Peel	2,092 00	16 00	2,108 00
26 Perth	3,531 00	99 00	3,630 00
27 Peterborough	2,371 00	21 00	2,392 00
28 Prescott and Russell	2,367 00	1,676 00	4,043 00
29 Prince Edward	1,598 00		1,598 00
30 Renfrew	4,061 00	163 00	4,224 00
31 Simcoe	6,179 00	147 00	6,326 00
32 Stormont, Dundas and Glengarry	5,470 00	372 00	5,842 00
33 Victoria	2,500 00		2,500 00
34 Waterloo	2,670 00	305 00	2,975 00
35 Welland	2,037 00		2,037 00
36 Wellington	3,967 00	118 00	4,085 00
37 Wentworth	2,825 00	13 00	2,838 00
38 York	4,925 00	33 00	4,958 00
Total	126,478 00	5,393 00	131,871 00
39 Districts— (a) Algoma, (b) Muskoka, (c) Nipissing, (d) Parry Sound — Exclusive of the towns and villages which appear in the general list.	35,000 00	Separate schools included in P. S. grant.	35,000 00
Total	35,000 00		35,000 00

Grand Totals.

Counties	126,478 00	5,393 00	131,871 00
Cities	43,657 00	9,649 00	53,306 00
Towns	33,004 00	5,051 00	38,055 00
Villages	15,689 00	1,194 00	16 883 00
Districts	35,000 00		35,000 00
Totals	253,828 00	21,287 00	275,115 00

APPENDIX C.—*ONTARIO NORMAL COLLEGE, PROVINCIAL NORMAL AND MODEL SCHOOLS.*

1. *ONTARIO NORMAL COLLEGE.*

1. *Staff of Ontario Normal College, 1898.*

J. A. McLellan, M.A., LL.D., Professor of Psychology and History of Education, Principal.

R. A. Thompson, B.A., Lecturer on School Management, Vice-Principal.

J. T. Crawford, B.A., Lecturer on Methods in Mathematics.

W. M. Logan, M.A., Lecturer on Methods in Classics.

F. F. Macpherson, B.A., Lecturer on Methods in Literature and Composition.

S. A. Morgan, B.A.. B. Paed., Lecturer on Methods in English Grammar and Rhetoric.

A. Paterson, M.A., Lecturer on Methods in History and Geography.

E. S. Hogarth, B.A., Lecturer on Methods in Modern Languages.

J. B. Turner, B.A., Lecturer on Methods in Chemistry, Botany and Zoology.

J. Gill, B.A., Lecturer on Methods in Physics.

F. F. Macpherson, B.A., Lecturer on Reading and Elocution.

J B. Turner, B.A., Lecturer on School Hygiene and Sanitation.

2. *Students in Ontario Normal College, 1898.*

	Admitted.	
	Male.	Female.
Session 1898	86	90
Total	.....	.....

II. *PROVINCIAL NORMAL AND MODEL SCHOOLS.*

1. Toronto Normal School.

1. *Staff of Toronto Normal School, 1898.*

Thomas Kirkland, M.A ..... Principal.
Wm. Scott, B.A ..... Vice-Principal.
A. C. Casselman ..... Drawing Master, and in Model School.
S. H. Preston ..... Music " "
Eugene Masson ..... French Teacher.

2. *Students in Toronto Normal School, 1898.*

	Admitted.	
	Male.	Female.
First Session	19	108
Second Session	32	97
Total	51	205

2. Ottawa Normal School.

1. *Staff of Ottawa Normal School, 1898.*

John A. MacCabe, M.A., LL.D ..... Principal.
S. B. Sinclair, B.A ..... Vice-Principal.
A. F. Newlands ..... Drawing Master, and in Model School.
T. A. Brown ..... Music " "
J. Fleury ..... French Teacher.

2. *Students in Ottawa Normal School, 1898.*

	Admitted.	
	Male.	Female.
First Session	21	85
Second Session	28	68
Total	49	153

3. Toronto Model School

1. *Staff of Toronto Model School, 1898.*

Angus McIntosh ..... Head Master, Boys' Model School.
R. W. Murray ..... First Assistant "
Thomas M. Porter ..... Second " "
Miss Jeannie Wood ..... Third " "
" H. B. Mills, B.A ..... Fourth " "
" Margaret T. Scott ..... Head Mistress, Girls' Model School.
" May K. Caulfeild ..... First Assistant "
" M. Meehan ..... Second " "
" Alice Stuart ..... Third " "
" Sarah M. Ross ..... Fourth " "

Miss Mary E. Macintyre	Kindergarten Teacher.
" Ellen Cody	Assistant "
" W. Mackenzie	Instructor in Calisthenics.
" L. H. Montizambert	" Domestic Science.

2. *Number of Pupils, 1898.*

Boys, 258	Girls, 250	Total, 508
Kindergarten		Total, 53

4. OTTAWA MODEL SCHOOL.

1. *Staff of Ottawa Model School, 1898.*

Edwin D. Parlow	Head Master, Boys' Model School.
J. H. Putman	First Assistant "
J. F. Sullivan	Second " "
Miss H. S. Williams	Third " "
" Adeline Shenick	Head Mistress, Girls' Model School
" A. E. G. Wilson	First Assistant "
" M. E. Butterworth	Second " "
" Florence Hanington	Third " "
" Eliza Bolton	Kindergarten Teacher.
" A. E. Paisley	Teacher of Physical Culture.

2 *Number of Pupils, 1898.*

Boys, 144	Girls, 101	Total, 245
Kindergarten		Total, 52

APPENDIX D.—*INSPECTION OF SCHOOLS, 1897.*

I. Public Schools.

I. *List of Inspectors.*

Name.	Jurisdiction.	Post Office.	*Salary.
			$ c.
M. J. Kelly, M. D., LL.B.	Brant; City of Brantford, Town of Paris ...	Brantford ...	1,058 00
W. S. Clendening	Bruce, East; Towns of Walkerton, Wiarton, Villages of Chesley, Paisley, Tara	Walkerton ..	1,331 25
Alexander Campbell	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine ..	1,390 00
Robert H. Cowley	Carleton; Villages of Hintonburg, Ottawa East, Richmond	Ottawa	1 620 00
Nathaniel Gordon	Dufferin; Town of Orangeville, Village of Shelburne	Orangeville ..	1,100 00
Arthur Brown	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg .	1,040 00
W. E. Tilley, M. A., Ph. D.	Durham; Towns of Bowmanville, Port Hope, Villages of Millbrook, Newcastle	Bowmanville	1,540 00
Welbern Atkin	Elgin; Town of Aylmer, Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas ..	1,540 00
Theo. Girardot	Essex, North (No. 1); Town of Sandwich, Village of Belle River	Sandwich ...	1,000 00
D. A. Maxwell, B.A., LL.B., Ph.D	Essex, South (No. 2); City of Windsor, Towns of Amherstburg, Essex, Leamington, Walkerville, Village of Kingsville	Windsor	1,105 00
Wm. Spankie, M.D	Frontenac; Villages of Garden Island, Portsmouth	Kingston	1,527 50
Don'ld McDiarmid, M.D.	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	840 00
Andrew Grier	Grey, East; Town of Thornbury	Thornbury ..	950 00
Thomas Gordon	Grey, West; Town of Owen Sound	Owen Sound.	1,230 00
N. W. Campbell	Grey, South; Towns of Durham, Meaford, Villages of Dundalk, Markdale	Durham	1,275 00
Clarke Moses	Haldimand; Villages of Caledonia, Cayuga, Dunnville, Hagersville	Caledonia ...	1,190 00
Sylvanus Phillips, B.A..	Haliburton and North-East Muskoka, South Nipissing, West Parry Sound; Villages of Burk's Falls, Huntsville, Minden, Sundridge	Minden	1,173 25
J. S. Deacon	Halton; Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown	Milton	1,281 25
William Mackintosh	Hastings, North; Villages of Madoc, Stirling	Madoc	1,487 50
John Johnston	Hastings, South; City of Belleville, Towns of Deseronto, Trenton, Villages of Tweed, Wallbridge	Belleville ...	1,550 00
David Robb	Huron, East (N.); Towns of Clinton, Seaforth, Wingham, Villages of Blyth, Brussels, Wroxeter	Brussels	1,395 00
J. E. Tom	Huron, West (S.); Town of Goderich, Villages of Bayfield, Exeter, Hensall	Goderich	1,475 00
Rev. W. H. G. Colles ..	Kent, East; Towns of Bothwell, Ridgetown, Village of Thamesville	Chatham	1,030 00
Robert Park	Kent, West; Towns of Blenheim, Dresden Wallaceburg, Village of Tilbury	Chatham	1,105 00

* In some instances travelling expenses are included.

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			$ c.
C. A. Barnes, M.A	Lambton, East (No. 1); Villages of Alvinston, Arkona, Thedford, Watford, Wyoming.	London	1,243 00
John Brebner	Lambton, West (No. 2); Towns of Petrolea, Sarnia, Villages of Oil Springs, Point Edward	Sarnia	1,342 00
F. L. Michell, M.A	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls, Village of Lanark	Perth.....	1,845 00
Wm. Johnston, M.A., LL.B	Leeds and Grenville, No. 1; Town of Gananoque, Villages of Athens, Newboro ...	Athens	1,140 00
Robert Kinney, M.D...	Leeds and Grenville, No. 2	Brockville ..	1,050 00
T. A. Craig	Leeds and Grenville, No. 3; Town of Prescott Villages of Cardinal, Kemptville, Merrickville	Kemptville..	1,010 00
Frederick Burrows ...	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh	Napanee....	1,375 00
J. B. Grey.....	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merritton, Port Dalhousie	St.Catharines	1,230 00
John Dearness	Middlesex, East; Villages of London West, Lucan	London.....	1,350 00
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy ...	1,200 00
J. J. Wadsworth, M.A., M.B.....	Norfolk; Town of Simcoe, Villages of Delhi, Port Dover, Port Rowan, Waterford...	Simcoe	1,480 00
Albert Odell	Northumberland; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings.....	Cobourg	1,570 00
James McBrien.....	Ontario; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry	Prince Albert	1,620 00
William Carlyle.....	Oxford; Towns of Ingersoll, Tilsonburg Woodstock, Villages of Embro, Norwich	Woodstock..	1,480 00
Allan Embury	Peel; Town of Brampton, Villages of Bolton, Streetsville.....	Brampton...	1,190 00
William Irwin, B.A....	Perth; Towns of Listowel, Mitchell, St. Mary's, Village of Milverton.....	Stratford ...	1,555 00
J. C. Brown	Peterborough; Villages of Apsley, Ashburnham, Havelock, Lakefield, Norwood ...	Peterborough	1,310 00
W. J. Summerby	Prescott and Russell; Villages of Casselman, Hawkesbury, L'Orignal, Rockland.....	Russell	1,485 00
G. D. Platt, B.A	Prince Edward; Town of Picton, Village of Wellington.....	Picton.....	955 00
R. G. Scott, B.A	Renfrew; Towns of Arnprior, Pembroke, Renfrew, Village of Eganville	Pembroke...	2,060 00
J. C. Morgan, M A	Simcoe, North; Towns of Barrie, Midland; Orillia, Penetanguishene.....	Barrie	1,350 00
Rev. Thomas McKee...	Simcoe, South; Towns of Alliston, Stayner, Villages of Allandale, Beeton, Bradford, Creemore, Tottenham	Barrie	1,300 00
Isaac Day, B.A.....	Simcoe, North, East, and West Muskoka; Town of Gravenhurst, Village of Port Carling	Orillia	1,196 25
Alexander McNaughton.	Stormont; Town of Cornwall.....	Cornwall....	960 00

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			$ c
J. H. Knight	Victoria, East; Town of Lindsay, Villages of Bobcaygeon, Omemee	Lindsay	770 00
Henry Reazin	Victoria, West, and South-East Muskoka; Town of Bracebridge, Villages of Fenelon Falls, Woodville	Lindsay	1,226 00
Thomas Pearce	Waterloo; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston	Berlin	2,140 00
J. H. Ball, M.A	Welland; Towns of Bridgeburg, Thorold, Welland, Villages of Chippawa Fort Erie, Niagara Falls South, Port Colborne	Welland	1,205 00
David Clapp, B.A	Wellington, North; Towns of Harriston, Mount Forest, Palmerston, Villages of Arthur, Clifford, Drayton	Harriston	1,100 00
J. J. Craig, B.A	Wellington, South; Villages of Elora, Erin, Fergus, Grand Valley	Fergus	1,100 00
J. H. Smith	Wentworth; Town of Dundas, Village of Waterdown	Hamilton	1,220 00
A. A. Davidson, B.A	York, North; Towns of Aurora, Newmarket, Villages of Holland Landing, Richmond Hill, Sutton	Newmarket	1,080 00
David Fotheringham	York, South; Towns of North Toronto, Toronto Junction, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto	1,281 00
Donald McCaig	Districts of Algoma, Thunder Bay, Rainy River; Towns of Collingwood, Fort William, Port Arthur, Rat Portage, Sault Ste. Marie, Thessalon, Villages of Day Mills, Keewatin	Collingwood	1,903 44
Rev. George Grant, B.A.	Districts of North Nipissing and West Parry Sound; Towns of Mattawa, North Bay, Parry Sound, Sturgeon Falls, Sudbury	Orillia	1,500 00
Rev. A. McColl	City of	Chatham	400 00
Wm. Tytler, B.A	"	Guelph	500 00
W. H. Ballard, M.A	"	Hamilton	2,000 00
W. G. Kidd	"	Kingston	1,400 00
W. J. Carson	"	London	1,525 00
John C. Glashan	"	Ottawa	2,000 00
John McLean	"	St. Thomas	244 25
J. R. Stuart	"	Stratford	1,000 00
James L. Hughes	"	Toronto	3,000 00
W. F. Chapman	"	"	1,850 00
Robert Meade, M.A	Town of	Brockville	200 00
Donald McCaig	"	Collingwood	175 00
C. W. Chadwick	" Forest	Toronto	50 00
Rev. S. H. Eastman	" Oshawa	Meaford	80 81
Duncan Walker, B.A	"	Peterborough	1,100 00
Thomas Hilliard	"	Waterloo	80 00
The Hon. Richard Harcourt, M.A., M.PP., Q.C	Niagara Falls	Toronto	90 00
	Total salaries		92,750 50

Separate School Inspectors.

James F. White.
Wm. Prendergast, B.A.

County Model School Inspector.

John J. Tilley.

High School Inspectors.

John E. Hodgson, M.A.
John Seath, B.A.

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(2) *Diplomas for Rural School Premises, 1898.*

Name of inspector.	Jurisdiction.	No. schools open.	No. diplomas.	Name of inspector.	Jurisdiction.	No. schools open.	No. diplomas.
M. J. Kelly	Brant	61	3	J. B. Grey	Lincoln	80	6
W. S. Clendening	E. Bruce	101	....	J. Dearness	E. Middlesex	103	....
A. Campbell	W. Bruce	114		H. D. Johnson	W. Middlesex	81	....
R. H. Cowley	Carleton	116	1	J. J. Wadsworth	Norfolk	101	79
N. Gordon	Dufferin	87	3	A. Odell	Northumberland	104	2
A. Brown	Dundas	104	5				
W. E. Tilley	Durham	104	7	J. McBrien	Ontario	116	55
W. Atkin	Elgin	105	36	W. Carlyle	Oxford	108	12
T. Girardot	No. 1, Essex	45	16	A. Embury	Peel	76	7
D. A. Maxwell	S. Essex	67	....	Wm. Irwin	Perth	110	....
W. Spankie	Frontenac	141	9	J. C. Brown	Peterboro'	96	....
D. McDiarmid	Glengarry	74	9	W. J. Summerby	Prescott & Russell	99	....
A. Grier	E. Grey	52	10				
T. Gordon	W. Grey	71	31	G. D. Platt	P. Edward	78	....
N. W. Campbell	S. Grey	88	....	R. G. Scott	Renfrew	138	7
C. Moses	Haldimand	80	21	Isaac Day	E. Simcoe	82	12
S. Phillips	Haliburton	97	....	J. C. Morgan	N. Simcoe	58	....
J. S. Deacon	Halton	76	7	T. McKee	S. Simcoe	100	25
W. Mackintosh	N. Hastings	119	9	A. McNaughton	Stormont	72	4
J. Johnston	S. Hastings	70	....	J. H. Knight	E. Victoria	45	....
D. Robb	E. Huron	85	8	H. Reazin	W. Victoria	89	17
J. E. Tom	W. Huron	96	8	T. Pearce	Waterloo	86	15
W. H. G. Colles	E. Kent	58	36	J. H. Ball	Welland	83	....
R. Park	W. Kent	78	16	D. Clapp	N. Wellington	71	....
C. A. Barnes	No. 1, Lambton	113	....	J. J. Craig	S. Wellington	67	15
J. Brebner	W. Lambton	67	....	J. H. Smith	Wentworth	94	16
F. L. Michell	Lanark	125	22	A. B. Davidson	N. York	84	2
W. Johnston	No. 1, Leeds	77	16	D. Fotheringham	S. York	70	....
R. Kinney	No. 2, Leeds	84	19	D. McCaig	Algoma	127	29
T. A. Craig	No. 3, Leeds & Grenville	66	....	G. Grant	Nipissing	26	3
				G. Grant	Parry Sound	103	
F. Burrows	Lennox & Addington	112	....				

APPENDIX E.—*SUPERANNUATED TEACHERS, 1898.*

(1) *Complete list of Superannuated Teachers who were in receipt of allowances from the Fund during 1898.*

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
459	Andrews. Adolphus	76	21	126 00
514	Armstrong, Thomas	88	26	156 00
616	Anderson, William	68	30	210 00
695	Allen, James	67	21	126 00
764	Anderson, James	83	24	168 00
802	Allison, Andrew	63	20½	135 00
824	Armstrong, J. W	61	25	175 00
829	Andrew, Archibald	66	26	162 00
882	Ashdown, C. H	63	41	207 00
897	Adams, Adam	61	14	168 00
918	Anderson, Miss Jane	62	34½	241 50
941	Atkinson, Mary	64	31	208 00
969	Anderson, John	63	22½	155 50
980	Allen, David S	48	23	157 00
992	Anderson, Edward	60	35	238 00
1003	Acres, Jonathan Wm	66	40	280 00
1007	Aylesworth, Lucinda	50	30½	183 00
1016	Ash, George Henry	54	26½	185 50
354	Burkholder, Benjamin	84	28½	171 00
373	Best, Alex	79	15	90 00
374	Bicknell, Nathan	74	13½	83 00
404	Bremner, John	81	22	132 00
441	Boyd, John G	70	48½	111 00
460	Banks, Richard H	58	14	95 00
505	Bell, Miss Mary A	66	16	96 00
525	Brennan, John	50	10½	69 50
535	Blackwood, Robt	74	19½	136 50
573	Bodaly, John	72	14½	87 00
627	Beatty, W. H	65	17	102 00
666	Biggar. Mrs. P. W	70	15	90 00
676	Bigg, W. R	76	38½	259 50
775	Bowes, Miss Ellen	63	21½	129 00
776	Boal, William	45	10	66 50
785	Brown, Clara L	51	13	90 00
791	Bly, W. H	72	27	184 00
856	Bates, Miss M. J	54	13	91 00
883	Busch, Miss C. E	62	34	204 00
896	Bell, Miss Lillias	60	32	219 50
900	Bradley, Wm	51	17½	105 00
911	Bridge, Amos	66	31	205 00
977	Brueckner, J. O	64	30	180 00
994	Brisbin, Bernard M	64	22	149 50
999	Bowerman, James	64	26½	185 50
1006	Black, Wm. John	49	25	172 50
1008	Birch, James	65	38½	265 50
1023	Bulmer, Henry S	59	27	177 50

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
251	Crawford, Mrs. Mary	77	15	90 00
286	Coe, Richard	70	13½	81 00
287	Curry, William	68	16	96 00
296	Courtney, Mrs. P. S	73	17	102 00
313	Chaplin, Thomas	65	17	102 50
314	Cooke, James	65	16	104 50
356	Clark, James C	77	26	156 00
415	Conn, John	74	25½	165 50
461	Crewson, Wm. M	73	21	126 00
482	Cullen, Mrs. Helen	67	23	138 00
512	Cameron, Peter	75	12½	75 00
543	Carter, Mrs. Catharine	63	20	122 00
548	Currie, Malcolm	47	18½	124 00
556	Clendennan, Amos	79	10½	63 00
565	Coleman, V. A	65	23½	147 00
580	Comrie, Peter	79	33½	201 00
604	Capsey, Mrs. Margaret	65	12½	151 90
615	Cameron, Hugh	53	10½	70 50
617	Cahill, Joseph	69	26	156 00
638	Cuyler, Anne E	77	24	144 00
648	Chisholm, Austin	86	11	66 00
652	Costello, Catharine	66	22	132 00
687	Crowle, E. T., M.A	77	24	168 00
696	Crisp, Robert	32	12	72 00
703	Carpenter, Gideon	50	10	60 00
730	Colhoun, C. B	74	22	132 00
734	Courtlandt, H. N	71	38	239 00
754	Clark, Chas	73	35	237 00
762	Clark, Patrick	64	24	157 00
787	Cameron, Stephen B	74	35	210 00
794	Clarke, John	79	8½	51 00
969	Carter, W. H. P	57	21½	150 50
906	Campbell, John	65	37	245 50
924	Campbell, John C	61	41	207 50
927	Carroll, William	65	37	259 00
932	Collin, John	46	17½	120 00
951	Campbell, R. O	72	11½	69 00
952	Campbell, Wm	53	18½	129 50
963	Chislett Tristram	52	21½	140 50
970	Campbell, John	73	39	269 00
976	Croll, David	63	32½	221 00
1002	Coates, Robert	61	26	182 00
1004	Chaisegreen, Chas	71	27	189 00
332	Dickson, Robert	80	18	108 00
389	Diamond, J. B	67	12	72 00
390	Dugdale, Henry	78	25	150 00
431	De Cantillon, James	72	26½	159 00
442	Derby, Samuel	74	22	132 00
447	Dulmage, Geo. W	82	22	132 00
455	Daly, Bernard	82	38½	231 00
624	De Scudamore, H. P. B	70	32	217 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
639	Downey, Patrick	77	37½	255 00
674	Dimsdale, Alfred W	68	19⅓	117 00
793	Drummond, John	72	32	201 00
798	Dochstader, John N	57	27	162 00
843	Dalglish, John	53	16½	99 00
846	Drummond, Joseph	71	34	204 00
955	Deachman, Robert	61	18½	111 00
961	Duncan, James	65	43	299 00
987	Duff, Andrew	59	20	140 00
1000	Dufort, Odilon	64	34	204 00
324	Elliott, James	74	23	138 00
406	Elliott, Mrs. Christina	55	12	72 00
465	Elmslie, Wm	65	11	113 00
618	Eward, Robert	64	22	132 00
636	Eden, William	68	17½	113 00
702	Ellis, Fred. L	63	20	138 00
871	Evans, G. T	68	35½	248 50
908	Elliott, John C	68	43	297 00
534	Ferguson, John	78	30	180 00
622	Forrest, James	68	28	187 00
654	Fleming, William	56	17½	122 50
660	Fetterley, Mrs. Julia	67	14	84 00
712	Flynn, Mrs Susan	74	45	270 00
716	Flavelle, Mrs. Dorothea	75	13½	81 00
759	France, Thomas	79	27	184 00
779	Ferguson, Roderick	68	30	180 00
800	French, Gilbert	62	24½	155 50
804	Ferguson, William	76	33	214 00
813	Fraser, Alex	61	23	157 50
823	Foster, Richard	68	29	203 00
958	Furlong, W. A	68	33½	232 00
981	Fletcher, Robt	54	21	147 00
995	Ferrier, Amos B	56	30	210 00
1022	Fallon, James J	61	12	72 00
334	Gorman, William	72	26½	159 00
466	Goulet, Alex	67	20	120 00
733	Gamble, Mrs. Anne	76	17	102 00
832	Glenday, Elizabeth J	63	30	180 00
838	Grenier, Isaac	64	30	180 00
852	Graham, P. C	52	10½	69 00
857	Gill, Martin	73	29⅙	196 50
864	Garrett, Glenholme	69	33⅓	219 50
868	Graham, Harriet	53	26⅓	159 00
876	Gibbs, Robt. Norman	68	37½	260 50
899	Goodbody, Susan	66	35	210 00
916	Gregory, Thomas	60	24	166 00
922	Green, P. H	56	25½	178 50
940	Gray, William	60	36	216 00
942	Graham, John	63	36	216 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
943	Grandy, Robt	44	17	119 00
947	Gould, A. A	56	31	210 00
974	Grant, Robt	64	23	158 00
1014	Gilbert, Abraham B	43	22½	155 50
1021	Gilbert, Thomas	53	26	156 00
289	Haight, Mrs. M. J	66	22½	135 00
345	Hyde, Levi T	62	17	116 00
416	Hollis, Arthur	88	11	66 00
434	Hopkins, Mrs. Eliz	82	24½	151 50
449	Hamilton, Hugh	84	22½	135 00
453	Henry, Parsons D	61	17	102 00
531	Henry, Hugh C	77	25	150 00
623	Harvey, Miss Margaret	62	20½	123 00
641	Heavener, Wm	77	26	156 00
649	Hunt, Mrs. F. S	72	26	172 00
658	Hughes, John	75	25	166 50
679	Hankinson, D. L	68	17½	105 00
711	Hayward Edward	75	35	210 00
722	Hovenden, Sarah	69	23½	162 00
724	Hamilton, R. E	49	13	82 00
769	Harrison, Edmund B	77	37½	256 50
805	Hickie, Miss Alicia	67	32½	227 50
825	Hamilton, Sarah M	55	22½	157 20
842	Hales, Julianna	70	21	143 00
863	Holmes, N. L	76	24	168 00
866	Hewson, Edmund T	65	21	146 00
913	Hamilton, Robert	66	27	176 00
914	Harris, J. C	61	20½	123 00
965	Hammond, Thomas	51	19	133 00
967	Hamilton, Susan M	61	38	266 00
975	Henstridge, Josephus W	67	34	233 00
1011	Hobbs, John H	44	17½	122 50
1012	Henderson, George	66	38	228 00
1017	Hewitt, Jos. B	63	23½	164 50
1020	Horne, Andrew T	60	21	126 00
1026	Hindson, Wm	56	32½	224 50
304	Irvine, Barbara A	64	22	132 00
467	Ireland, John	78	26	175 00
589	Ireland, Mrs. Irene	54	9	54 00
325	Johnson, Mrs. Rebecca A	64	15	90 00
594	Johnston, David I	71	27	186 00
596	Johnston, John E	66	24½	147 00
887	Jackson, Bertha	59	22½	157 50
898	Jarvis, Nicholas	66	32	209 00
949	Jennison, R. R	65	28	191 50
395	Kelly, James	71	28	171 50
419	Kerr, William	76	27	162 00
426	Kennedy, Alex	82	30	180 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
532	Kennedy, Angus, E	75	16	96 00
625	Kennedy, Colin	73	18½	111 00
682	Kiernan, Wm. M	60	18½	126 50
742	Keenan, David D	68	29½	189 00
747	Kearney, James	53	10	60 00
766	King, Joseph H	74	25	175 00
810	Kyle, Joseph	72	22	151 50
870	Kessack, Jane	60	28	196 00
889	Konnedy, Eliz. E	60	35	245 00
978	King, John	56	27	162 00
989	Kennedy, Alex	63	28	203 00
1024	Kilman, Alva. H	45	22½	153 50
578	Landon, William	85	11	66 00
680	Lucas, Hugh	73	30½	183 00
686	Logan, S. M	76	20½	123 00
726	Laughlen, William	63	30	179 00
740	Lindsay, Geo	84	24	156 50
784	Leighton, Stephen H	63	21	146 00
797	Leitch, Alex. L	59	19	134 00
874	Lyon, Seth	63	29½	177 00
953	Lee, Alfred Henry	65	20	120 00
998	Le Riche, Phillip F	61	22	132 00
1005	Long, Richard	73	23	161 00
1015	Langdon, John	58	32	221 00
141	Monaghan, John	93	15	90 00
264	Moore, William	78	23	138 00
397	Mitchell, John	70	21½	147 50
480	Metzdorf. Chas. F. H	66	18	108 00
499	Mowat, Elizabeth R	72	24	156 00
529	Magill, James	72	30	180 00
554	Mills, Joseph	79	14	84 00
663	Megaw, Samuel	78	32	219 00
765	Monkman, James M	58	23	161 00
801	Maxwell, James	61	18½	111 00
803	Morton, Adam	72	34	238 00
839	Monds, Wm	67	22	152 00
850	Marshall, James	70	24	156 00
878	Mackie, Mrs. Vina L	52	13	78 00
892	Murray, Mrs. Elizabeth	48	21	126 00
894	Morphy, J. T	67	7½	52 50
939	Mark, Kenward	64	35	138 00
990	Minchin, Wm. W	59	33	223 00
996	Matthews, John	53	15½	104 00
1018	Maynard, Roger	60	39	266 00
1027	Morton, John B. (for 1899)	56½	33½	231 50
122	McQueen, James	91	22½	135 00
215	MacKay, James	88	33½	201 00
273	McBain, J. W	65	20	120 00
279	McIntyre, Alex	79	24	144 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
319	MacCartney. Chas	82	18	108 00
328	McQueen, Timothy	70	29	192 00
341	McNellie, J. R	77	27	174 00
346	McAuliffe, Michael	88	23	138 00
347	McQueen, Isabella	71	16	96 00
444	McNamara, John	71	17	102 00
483	McColl, Duncan	66	17½	105 00
491	McLaughlin, J. J	84	20	120 00
509	Mackay, John	74	28	168 00
550	McColl, Duncan	65	21	133 50
564	McDonald, James	80	16½	99 00
566	McKerrall, Theophilas	63	25	157 50
579	McKerchar, Colin	61	18½	128 50
587	McPhail, Margaret	72	11½	69 00
610	McKay, Donald	80	19	114 00
666	McLean, John	73	32	212 50
678	McKinnon, Duncan C	77	28½	171 00
685	McMillan, Robert	50	12	81 00
693	McAlpine, Dugald	73	28½	171 00
701	McMahon Miss Mary A	53	16½	99 00
721	McGrath, John	61	24	154 50
748	McBride, Geo. D	61	16½	99 00
758	McPhee, Alex	74	30½	183 00
768	McGirr, James	69	29½	186 50
783	McKinnon, Chas	73	19	114 00
799	McLean, James	51	13½	93 50
812	McKinnon, A. J	61	22½	135 00
821	McLean, Donald N	61	20	120 00
830	McAlpine, Mrs. Maria	58	23	150 00
834	McLaren, Peter	73	31	200 00
853	McClinton, John	71	36	216 00
859	McDonald, Helen	58	25	170 00
862	McLeay, Donald	56	25	173 00
872	McBrien, Australia B	70	11	82 50
875	McWhirter, John	48	23	161 00
879	McGeehan, Miss Helen	60	24	144 00
881	McPhee, Hugh	60	30	206 00
884	McRae, Samuel	60	20	134 00
885	McLim, Wm. A	54	27½	190 00
886	McDonald, Mrs. R. R	50	20½	123 00
888	McCatty, John	69	31	186 00
890	McFarlane, David	68	29	186 00
915	McIntyre, Geo. A	54	26½	185 50
925	McGoey, T. Q	55	24	168 00
926	McCarter, John	76	39	270 00
957	McKay, Donald	62	40	266 50
962	McLean, John	56	10	70 00
986	McMaster, R. H	50	22	146 00
1001	McAulay, Donald	55	29½	177 00
1013	McGregor, Robt. C	60	19½	131 00
1019	McKinnell, George	60	30	180 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
545	Nixon, Robert	74	15½	93 00
659	Nolan, Arthur	78	28	168 00
777	Noble, William	63	22½	135 00
836	Nicholson, W. J	72	7½	45 00
921	Nesbitt, Nathan. K	64	29½	204 00
428	O'Sullivan, Jeremiah	83	27	162 00
457	O'Brien, Patrick	83	17	115 00
481	O'Meara, James	73	19	114 00
542	O'Meara, Patrick	79	24½	147 00
723	O'Leary, John	79	37½	225 00
728	O'Connor, Daniel	61	17	102 00
806	Osborne, A. C	63	29½	197 50
931	Ouelette, Anthony	59	25½	153 00
439	Poole, J. W	75	24½	163 00
438	Poole, Wm	85	28	186 00
551	Peters, George	65	19	133 00
620	Porter, Robt	65	20½	123 00
717	Pierce, R. R	78	9	54 00
731	Phillips, Robt	76	25	166 00
736	Prouty, Chester	74	28	168 00
749	Procunier, Elijah M	67	25	150 00
772	Plunkett, Wm	75	30	207 00
786	Pillar, Edwin W	72	30	193 00
796	Park, John	72	35½	235 50
855	Phillips, John	71	29	194 00
895	Pegg, James P	51	11½	80 50
920	Petrie, Alex	57	28	194 00
946	Payne, G. F. B	62	26	174 00
972	Perry, Samuel T	58	29	193 50
973	Palmer, Wm. E	63	14	84 00
988	Pegg, Wm. W	61	37	222 00
997	Page, T. O	58	32½	222 50
274	Quin, John	77	31	186 00
936	Quinn, Andrew	63	25	160 50
206	Robinson, James	82	18	108 00
275	Robinson, Adam	92	16½	99 00
282	Rosevear, Ephraim	64	22	132 00
316	Rooney, Rev. Robt	71	23	138 00
329	Reynolds, Francis	70	14	89 50
399	Rodgers, Alex	75	27	162 00
468	Russell, Robt	62	17½	105 00
484	Rose, Edward	75	25½	153 00
538	Robb, Samuel	82	30	202 00
598	Rose, Daniel	87	18	108 00
669	Regan, Emma R	62	27	189 00
707	Round, Georgina	71	27½	180 50
751	Rose, George	71	37½	255 50
778	Rothwell, A. T	66	20½	129 00

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
789	Rothwell, Samuel	73	24	164 00
809	Robertson, Duncan	75	32	211 00
818	Redmond, J. K	63	21½	144 50
827	Robertson, Miss, C. M	69	37	170 00
847	Robbs, John	62	32	208 00
848	Richardson, Mrs. M. Y	55	28½	187 50
933	Robertson, Dorcas D	62	25½	178 50
959	Read, H. H	59	31	204 50
964	Reist, Solomon	45	12	82 00
966	Reid, John C	57	24½	160 00
968	Regan, James	43	16½	99 00
971	Robertson, Wm. P	63	38	262 00
1010	Reynolds, Rose B	55	29	201 00
372	Sullivan, Daniel	71	22½	135 00
410	Scott, James	86	24	146 50
493	Sullivan Patrick	89	23	138 00
515	Sinclair, John	70	23	138 00
622	Sheehan, John	68	20½	126 50
677	Stewart, Alex	73	13	78 00
688	Skelton, Wm	79	14½	87 00
719	Sherriff, Benj	67	28½	197 00
746	Shoemaker, Eliz	68	24	159 00
752	Shaw, Pringle	63	31	198 00
771	Sinclair, Archibald	64	30	191 00
781	Shortt, Chas	76	24½	168 50
816	Stephen, Alex	61	30	199 00
831	Scott, Wm. H	70	26½	185 50
845	Slaven, Annie	58	26	156 00
849	Sinclair, Wm	64	32½	222 50
865	Stiver, Wm	68	14	98 00
904	Simpson, Eliz. M	58	23	153 00
944	Sullivan, C. F	66	10	70 00
956	Smith, James	62	31	217 00
960	Shurtleff, George	64	31	213 50
983	Sine, Geo. W	59	24½	159 50
985	Spillett Stanley	55	26	176 00
993	Styles, Wm	66	43½	294 00
1009	Settell, James J	62	27	184 50
276	Thorn, Mrs. Mary B	75	14	84 00
770	Tyndall, Wm	60	27½	165 00
903	Thornhill, Wm	70	20	120 00
917	Torrance, Rev. Robt	76	37	259 00
934	Tovell, Wm	51	20½	143 50
935	Todd, Alex	57	27	154 00
954	Tasker, Robert	52	26	164 50
1025	Tomlinson, Jordan	54	31	216 00
635	Unsworth Richard	70	25½	177 00
485	Vandewater, Samuel	67	17	116 50

SUPERANNUATED TEACHERS.

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				$ c.
690	Varcoe, Jonathan	67	22	132 00
979	Vollick, R. W	61	28	182 00
350	Wickham, Robt. H	83	33	198 00
412	Wellhauser, Matthew	84	21	126 00
413	Whitcomb, Hulda L	74	26½	174 00
555	Ward, Joseph G	65	25	168 50
560	Walker, John W	76	14½	87 00
608	Wood, John	73	33	236 00
614	Williams, David L	66	28	192 50
621	Warburton, Geo. H	68	22½	148 00
626	Warburton, Wm	75	33½	219 00
670	Walker, Robt. B	61	13	78 00
673	Watson, Thomas	72	33	198 00
705	Ward J. H	61	26½	179 50
750	Weighill, John	74	31½	189 00
826	Wright, Meade N	64	25½	179 00
833	Waugh, Thomas	70	25	150 00
844	Wallace, Joseph	56	14½	87 00
860	Washburn, Saxon	51	18½	111 00
893	Weir, Andrew	68	8½	59 50
905	Warburton, Lucinda	66	37	249 50
919	Wright, Justus	58	23	154 50
929	Willis, Robert	67	29	203 00
937	Whitney, W, A	64	37	256 00
948	Winterbottom, Miss A. C	64	31	213 00
991	Westervelt, Samuel B	62	31½	230 00
458	Young, Richard W	81	26	169 00
583	Young, Loven G	67	13	78 00
650	Young, James	60	18	108 00
658	Yates, John F	64	30	180 00

(2) *Summary for years 1882-1898.*

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions o . fund.	Amount refunded to teachers.
		$ c.	$ c.	$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887..... ..	454	58,295 33	1,489 00	3,815 80
1892.....	456	63.750 60	1,313 50	786 86
1897.....	424	62,800 33	874 00	620 27
1898.....	420	64,351 88	1,472 00	284 58

8 teachers withdrew their subscriptions from the fund during 1898.

*As the sum of $4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were $4 less in each case than given above.

1.—Continuation Classes and Public School Leaving Examinations.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of teachers.	Class of school.	Name of school.	No. of pupils attending who had passed examinations before 1898.		No. of other successful candidates at P. S. Leav. Exam. from schools in municipalities having no H. S.	Schools in municipalities having H. S. from which pupils not attending such H. S. were successful at the Pub. Sch. Leav. Exam.
							H. S. entrance.	P. S. leaving.		
M. J. Kelly	Brant	A. E. Green	I.	3	A	S.S. 8 Dumfries S.	9	9	13	
		W. J. Hansford	II.	2	C	" 5 Brantford	5	3		
		J. G. Taylor	II.	2	C	" 3 Burford	12	2		
W. S. Clendening	E. Bruce	D. F. Ritchie	II.	7	A	Chesley V	21	20	9	
		J. W. Ward	II.	3	C	S.S. 14 Carrick	4	4		
		R. I. Brown	II.	3	C	Tara V	5	2		
A. Campbell	W. Bruce	W. J. Chisholm	M.A. I.	6	A	Paisley V	43	16	15	
		D. D. Yule	I.	5	B	Lucknow V	12	6		
		E. S. Coultes	I.	3	B	S.S. 10 Huron	18	5		
		John Shaw	I.	5	B	Teeswater V	22	5		
		Joseph Stalker	II.	1	C	S.S. 10 Kinloss	10	5		
R. H. Cowley	Carleton	R. J. Brown	I.	3	C	Richmond V	8	5	28	
N. Gordon	Dufferin	D. Campbell	II.	5	A	Grand Valley	9	12	12	
		R. A. Winter	II.	3	A	Horning's Mills	28	5		
		M. H. Langs	I.	6	A	Shelburne V	12	18		
		W. E. Fleming	III.	2	B	S.S. 17 Mono	5	5		
		C. McKenzie	III.	1	C	S.S. 6 Mulmur	5	5		
A. Brown	Dundas	W. D. Brunton	I.	6	A	Wincheeter V	44	21	15	
		A. C. Fetterly	II.	5	B	Chesterville V	24	12		
W. E. Tilley	Durham	David Hampton	II.	4	A	Millbrook V	15	15	36	
W. Atkin	Elgin	William Wallis	II.	4	A	S.S. 5 Aldboro'	15	7	43	
		J. L. Garvin	I.	4	A	" 6 "	15	5		
		J. W. McRoberts	I.	3	B	" 11 Dorchester S.	12	6		
		John McFadyen	II.	2	B	" 12 Southwold	12	3		
		George Stewart	II.	3	B	Springfield V	20	9		
		Hugh Barrett	I.	2	C	S.S. 18 Bayham	5	2		

T. Girardot	1 Essex								4
D. A. Maxwell	2 Essex	A. K. Walker	III.	4	B	Amherstburg T	15	7	9
		F. J. Vosden	II.	6	B	Kingsville V	12	2	
W. Spankie	Frontenac								5
D. McDiarmid	Glengarry	W. B. MacEwan	II.	3	B	S.S. 12 Charlottenburg	20	6	9
N. W. Campbell	S. Grey	Thos. Allan	I.	6	A	Durham T	56	35	23
		J. W. Brown	I.	6	B	Hanover	18	6	
		T. H. Blacklock	II.	4	B	Dundalk V	13	5	
		J. S. Rowe	II.	4	B	Markdale V	21	10	
		G. W. Slaughter	II.	3	C	Flesherton	6	1	
		W. J. Blakeston	II.	2	C	Priceville	6	2	
A. Grier	E. Grey	A. E. Armstrong	III.	2	C	S.S. 3 Euphrasia	2	6	9
T. Gordon	W. Grey								11
C. Moses	Haldimand								17
S. Phillips	Haliburton								12
J. S. Deacon	Halton	W. F. Inman	I.	7	A	Milton T	37	21	25
W. Mackintosh	N. Hastings								5
J. Johnston	S. Hastings								43
D. Robb	N. Huron	A. H. Musgrove	II.	8	A	Wingham T	43	15	50
		George Spotton	II.	2	B	Wroxeter V	11	5	
		J. H. Cameron	I.	4	B	Brussels V	31	12	
		A. H. Plummer	II.	4	B	Blyth V	15	8	
		A. McEwen	II.	2	B	S.S. 4 Turnberry	14	8	
		J. W. King	II.	1	C	" 3 Hullett	8	2	
		S. N. Forsythe	II.	1	C	" 2 Tuckersmith	10	5	
		Douglas Fraser	II.	1	C	" 9 Turnberry	6	5	
		W. H. Stewart	II.	1	C	" 1 Grey	5	2	
J. E. Tom	S. Huron	T. J. Lockhart	II.	7	A	Exeter V	30	16	47
		G. W. Holman	II.	2	B	Bayfield V	10	2	
		T. G. Allen	II.	2	B	S.S. 8 Ashfield	10	5	
		S. J. Boyd	I.	1	C	" 13 "	5	2	
		George Baird, Sr	I.	1	C	" 1 Stanley	7	3	
		William Baird	III.	2	C	" 10 "	10	3	
		J. C. Martin	III.	1	C	" 4 W. Wawanosh	8	4	
		E. J. Hagan	II.	3	C	" 7 Hay	6	5	
		William McKay	II.	3	C	Hensall V	7	2	

APPENDIX F.

1.—Continuation Classes and Public School Leaving Examinations.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of teachers.	Class of school.	Name of school.	No. of pupils attending who had passed examinations before 1898.		No. of other successful candidates at P. S. Leav. Exam. from schools in municipalities having no H. S.	Schools in municipalities having H. S. from which pupils not attending such H. S. were successful at the Pub. Sch. Leav. Exam.
							H. S. entrance.	P. S. leaving.		
W. H. G. Colles	E. Kent	J. G. Cameron	II.	4	B	Thamesville V	13	8	43	
		P. B. Fetterley	II.	3	B	S.S. 6 Orford	12	8		
R. Park	W. Kent	G. A. Millar	I.	8	A	Dresden T	41	21	53	
		J. W. Plewes	I.	10	A	Wallaceburg T	56	27		
		S. C. Irwin	II.	3	B	S.S. 5 Tilbury E	10	1		
		W. S. Verrall	III.	2	C	" 6 Chatham	6	2		
		R. Brandon	III.	1	C	" 8 "	7	3		
		W. McKerracher	III.	2	C	" 9 "	9	6		
		William Sparks	III.	1	C	" 6 U Raleigh	11	5		
		Margaret McIsaac	III.	1	C	" 3 Tilbury E	5	3		
C. A. Barnes	1 Lambton	C. B. Latta	II.	5	A	Alvinston V	24	21	40	
		C. H. Barnes	II.	3	B	Arkona V	6	5		
J. Brebner	2 Lambton	H. Beaton	II.	5	A	Oilsprings V	19	8	10	
		D. McGibbon	III.	2	B	S.S. 17 Enniskillen	7	5		
		T. Jarrott	II.	2	C	" 18 Moore	6	1		
F. L. Michell	Lanark	Robert Beatty	II.	4	B	Lanark V	30	20	13	
		J. L. Bryant	H. S. Asst.	3	B	S.S. 4 Pakenham	11	7		
		Mima Ellis	II.	1	C	" 5 "	6	3		
W. Johnston	1 Leeds and Grenville.	R. Hanna	II.	2	B	Elgin	10	5	5	
		R. Fife'd	II.	3	B	Newboro V	8	2		
		J. McGuire	II.	3	B	Westport	10	2		
R. Kinney	2 Leeds and Grenville.								11	
T. A. Craig	3 Leeds and Grenville.								14	
F. Burrows	Lennox and Addington	Joseph Morgan	I.	3	B	Bath V	25	15	9	

J. B. Grey	Lincoln								2		
J. Dearness	E. Middlesex	J. C. Robson	II.	2	B	S.S. 5 Westminster	13	3	21		
		M. McGowan	II.	2	B	" 7 Biddulph	12	1			
		R. F. Whiting	II.	2	C	" 17 London	5	1			
H. D. Johnson	W. Middlesex								35		
J. J. Wadsworth	Norfolk	J. E. Hodgson, B.A.	I.	4	B	Delhi V	12	5	16		
A. Odell	Northumberland	W. L. Waines	I.	4	A	S.S. 2 Percy	17	12	38		
J. McBrien	Ontario	R. J. Johnston	II.	5	A	Cannington V	21	4	49		
		C. Ramsey	III.	1	C	Brechin	6	2			
W. Carlyle	Oxford	J. Little	I.	5	A	Norwich V	20	4	30		
		Charles Garthwaite	II.	3	B	SS. 6 S. Norwich	21	2			
		G. R. Theobald	I.	3	B	Embro V	29	10			
		M. B. Hugill	II.	2	B	S.S. 5 Dereham	13	6			
		Eugene Richardson	II.	3	B	" 11 Blenheim	10	4			
		W. Joyce	II.	3	B	" 24 "	10	8			
A. Embury	Peel	R. J. McIntosh	II.	4	A	S.S. 3 Albion	7	6	19		
		A. C. Wilson	II.	2	B	" 15 Caledon	8	6			
		J. H. Kidd	II.	1	C	" 16 "	6	3			
W. Irwin	Perth	W. Ewing	Int. B.A.	3	B	Milverton V	14	4	34	2	
J. C. Brown	Peterborough	W. A. Evans	I.	5	B	Lakefield V	20	15	12		
		C. H. Edwards	II.	2	C	S.S. 4 Otonabee	7	10			
W. J. Summerby	Prescott and Russell	S. A. Hitsman	I.	3	B	S.S. 2 Russell	13	4	17		
G. D. Platt	Prince Edward	W. J. Osborne	I.	2	B	S.S. 7 Hallowell	10	4	6		
		W. R. McKibbon	II.	2	B	" 17 Hillier	10	5			
		J. A. Rundle	I.	1	C	" 11 Ameliasburg	6	2			
		Mrs. J. S. Palen	II.	1	C	" 6 N. Marysburg	6	2			
		E. Vandusen	II.	2	C	" 12 S. "	6	3			
R. G. Scott	Renfrew	G. R. Wood	II.	2	B	SS. 7 Westmeath	21	8	31	8	
		J. E. McDonald	III.	1	C	" 2 Brudenell	2	8			
J. Day	E. Simcoe	R. G. Nesbitt	II.	4	B	SS. 12 Tay	12	3	9		
		S. S. Tewkesbury	II.	3	C	" 7 Medonte	4	3			
J. C. Morgan	N. Simcoe	A. McKee	I.	8	B	Midland	10	7	9	8	
		M. Johnstone	II.	1	C	S.S. 3 Sunnidale	6	6			
		J. Slaughter	I.	4	C	" 5 Flos	6	4			
T. McKee	S. Simcoe	Frank Coleridge	I.	6	A	Alliston T.	44	21			
		J. A. MacPherson	II.	4	A	Beeton V.	30	18			

APPENDIX F.

1.—Continuation Classes and Public School Leaving Examinations.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of teachers	Class of school.	Name of school.	No. of pupils attending who had passed examination before 1898.		No. of other successful candidates at P. S. Leav. Exam. from schools in municipalities having no H. S.	Schools in municipalities having H. S. from which pupils not attending such H. S. were successful at the Pub. Sch. Leav. Exam.
							H. S. entrance.	P. S. leaving.		
T. McKee	S. Simcoe	A. N. Scarrow	I.	4	A	Cookstown	35	20	43	
		Thomas Gowan	II.	4	A	Creemore V	28	17		
		Dugald Currie	I.	5	A	Stayner T	21	13		
		L. W. Taylor	I.	3	A	Tottenham V	23	19		
		George Sutherland	II.	2	B	S.S. 14 Nottawasaga	16	8		
		George Wilson	II.	1	C	" 4 Tossorontio	8	5		
		J. A. Corbett	II.	1	C	" 1 Innisfil	9	4		
A. McNaughton	Stormont	J. M. Denyes	I.	3	A	S.S. 3 Finch	10	2	4	
		H. B. Fetterley	I.	3	A	" 14 Roxboro'	24	7		
		R. A. Baker	III.	3	B	" 4 Osnabruck	13	6		
J. H. Knight	E. Victoria	William Hickson	II.	4	B	Bobcaygeon V	20	14	5	
H. Reazin	W. Victoria	B. F. Maybee	III.	6	A	Fenelon Falls V	20	13	31	
		Charles Lapp	II.	2	A	S.S. 8 Mariposa	22	12		
		G. H. O. Thomas	II.	8	A	Bracebridge T	18	16		
		John Cundal	II.	2	C	S.S. 6 Fenelon	6	3		
T. Pearce	Waterloo	T. G. Baker	II.	6	B	Elmira V	9	8	38	2
J. H. Ball	Welland	W. H. Hammond	II.	4	A	Bridgeburg T	14	16	33	
		Alexander Ross	II.	3	B	Fort Erie V	10	16		
		A. H. Kilman	II.	3	B	S S. 11 Bertie	18	2		
D. Clapp	N. Wellington	S. Forsyth	II.	8	A	Palmerston T	27	3	26	
		G. A. Campbell	II.	4	B	Drayton V	8	17		
		J. A. Gray	II.	3	B	Clifford V	10	4		
		Clarence Long	II.	2	C	S.S. 2 Peel	5	3		
J. J. Craig	S. Wellington	H. N. Awrey	II.	4	A	Erin V	14	6		
		W. H. Rowan	II.	2	C	Hillsburg	8	4		

		J. Strachan	II.	3	C	Rockwood	8	2	13		
		D. MacKenzie	II.	2	C	Belwood	7	2			
		N. L. Smith	II.	1	C	S.S. 2 Guelph	6	2			
		W. L. Elvidge	II.	1	C	" 6 W. Garafraxa	7	3			
J. H. Smith	Wentworth	James Carrigill	I.	2	B	S.S. 9 W. Flamboro	10	3	34		
A. B. Davidson	N. York	A. Wilkinson	II.	3	B	S.S. 14 King	10	9	12		
D. Fotheringham	S. York	Kenneth Langdon	Special permit	1	A	Woodbridge V	16	6	8		
D. McCaig	Algoma	T. H. Roberts	I.	8	A	Rat Portage T	28	2			
		L. A. Green	I.	8	A	Sault St. Marie T	12	5			
		Samuel Keys	I.	4	A	Gore Bay T	13	7	13	3	
		William Hamilton	I.	2	A	Bruce Mines	10	3			
		D. H. Lent	I.	4	C	Thessalon T	8	1			
		John Young	I.	3	C	Little Current T	5	2			
G. Grant	Nipissing and Parry Sound	A. M. Burchell	I	5	A	Burk's Falls V	12	9			
		A. M. Currie	I.	11	A	Parry Sound T	29	14			
		J. B. McDougall	I.	7	A	North Bay T	26	8			
		J. A. Ross	II.	3	B	Sudbury T	10	2	15		
		H. W. Logan	II.	3	B	Mattawa T	6	5			
		W. R. Baker	II.	3	C	S.S. 2 McKim	7	2			
		James Kirkwood	II.	3	C	Sundrige V	6	1			
J. C. Glashan	Ottawa										84
W. H. Ballard	Hamilton										29
W. G. Kidd	Kingston										6
W. F. Chapman	Toronto										45
J. F. White	R. C. S. S Inspector	E. Jones	II.	5	C	Mattawa	6	2	25		5
W. Prendergast	R. C. S. S. Inspector	Sister St. Andrew		3	B	S.S. 4 N. Crosby	14	4			
		Sister St. Scholastica		3	B	Eganville V	14	1	2		31
		Sister St. Augustine		3	C	S.S. 16 Cornwall	5	1			
								1,121	1,268	223	

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Alexandria	80	28	5	1	1
Almonte	70	45	8	2	6
Arnprior	61	48	6	.....	.....
Arthur	54	41	2	2	.....
Athens	80	54	20	11	9
Aurora	60	40	8	1	1
Aylmer C. I.	94	67	14	4	9
Barrie C. I.	89	43	19	5	14
Beamsville	47	30	.....	.....	.....
Belleville	251	151	23	20	.....
Berlin	125	89	14	7	.....
Bowmanville	73	54	23	13	.....
Bradford	48	35	13	5	8
Brampton	77	35	15	4	0
Brantford C. I.	225	138	37	9	14
Brighton	32	21	9	.....	8
Brockville C. I.	131	113	1	.....	1
Caledonia	52	32	5	3	2
Campbellford	55	37	5	1	.....
Carleton Place	76	49	5	1	4
Cayuga	35	29	.....	.....	.....
Chatham C. I.	155	81	24	15	5
Clinton C. I.	92	66	45	23	6
Cobourg C. I.	92	62	5	2	1
Colborne	54	37	13	8	1
Collingwood C. I.	65	36	No Exam.	.....	.....
Cornwall	111	50	17	3	14
Deseronto	43	35	11	8	.....
Dundas	56	49	13	2	11
Dunnville	75	44	11	1	9
Dutton	38	21	31	11	11
Elora	35	19	3	2	.....
Essex	35	16	11	4	2
Fergus	58	29	13	6	0
Forest	42	24	10	5	.....
Galt C. I.	124	78	30	13	1
Gananoque	74	37	12	3	.....
Georgetown	55	29	23	6	5
Glencoe	56	39	10	5	2
Goderich C. I.	84	49	31	10	8
Gravenhurst	57	38	12	5	.....
Grimsby	27	23	.....	.....	.....
Guelph C. I.	107	66	5	3	2
Hagersville	13	22	5	1	4
Hamilton C. I.	484	279	129	29	.....
Harriston	42	29	6	5	1
Hawkesbury	28	18	.....	.....	.....
Ingersoll C. I.	99	79	13	8	.....
Iroquois	59	27	10	1	.....
Kemptville	60	25	23	10	13
Kincardine	70	57	14	5	.....
Kingston C. I.	193	141	12	6	5

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Leamington	74	42	4	1	2
Lindsay C. I.	81	58	26	11	0
Listowel	70	68	24	12	9
London C. I.	376	295	.....	.....	.....
Lucan	95	27	43	5	0
Madoc	77	32	13	2	0
Markham	106	73	25	9	3
Meaford	51	41	17	9	6
Mitchell	64	48	7	2	4
Morrisburg C.I.	83	37	14	3	.....
Mount Forest	60	46	30	14	11
Napanee C. I.	112	42	10	1	.....
Newburgh	99	51	19	2	.....
Newcastle	21	10	3	.....	3
Newmarket	64	34	30	7	7
Niagara	18	13	.....	.....	.....
Niagara Falls C. I.	70	53	.....	.....	.....
Niagara Falls South	49	43	4	3	.....
Norwood	76	43	25	8	.....
Oakville	43	29	9	3	.....
Omemee	34	26	7	4	.....
Orangeville	68	23	24	2	.....
Orillia	94	67	20	4	13
Oshawa	101	63	3	2	1
Ottawa C. I.	305	201	126	69	57
" Water St. Convent	.....	.....	15	15	.....
Owen Sound C. I.	139	94	21	4	16
Paris	61	34	7	4	.....
Parkhill	80	40	29	15	2
Pembroke	126	53	28	11	12
Perth C. I.	95	49	11	6	.....
Peterborough C. I.	148	88	5	1	.....
Petrolea	91	51	.....	.....	.....
Picton	162	80	45	8	3
Port Arthur	49	20	.....	.....	.....
Port Dover	28	20	1	0	.....
Port Elgin	67	44	7	1	.....
" Hope	76	50	3	1	1
" Perry	70	44	43	20	22
" Rowan	28	8	15	2	.....
Prescott	47	25	.....	.....	.....
Renfrew	134	87	39	15	24
Richmond Hill	62	42	10	3	4
Ridgetown C. I	69	46	16	6	5
Sarnia C. I.	154	85	15	5	1
Seaforth C. I.	55	38	10	3	3
Simcoe	104	60	25	9	3
Smith's Falls	60	35	.....	.....	.....
Smithville	38	30	1	.....	.....
Stirling	45	25	6	2	.....
Stratford C. I	189	130	20	10	4
Strathroy C. I.	144	88	35	10	10

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Streetsville	34	18	4	1	1
St. Catharines C. I.	126	87	2	.....	2
St. Marys C. I.	86	53	27	7	3
St. Thomas C. I	187	94	.....	.....	.....
Sydenham	85	30	21	4	.....
Thorold	50	15	3	.....	.....
Tilsonburg	63	42	23	5	.....
Toronto C. I. (Harbord St.)	170	68	200	13	65
" (Jameson Ave.)	143	60	69	9	18
" (Jarvis St.)	189	84	133	23	37
Toronto Junction	79	36	4	.....	4
Trenton	52	44	5	2	.....
Uxbridge	65	40	24	13	5
Vankleekhill	74	36	6	4	2
Vienna	43	15	15	1	4
Walkerton	77	46	17	3	10
Wardsville	38	26	2	1	1
Waterdown	53	34	7	2	4
Waterford	66	40	5	1	.....
Watford	71	42	27	6	8
Welland	52	22	15	7	.....
Weston	86	51	10	4	4
Whitby C. I.	57	49	13	6	7
Wiarton	50	28	2	.....	.....
Williamstown	64	29	13	3	2
Windsor C. I.	125	87	.....	.....	.....
Woodstock C. I.	168	113	28	10	18
Other places.					
Aberfoyle	38	19	5	2	.....
Allandale	7	0	13	2	7
Alliston	42	30	34	18	16
Alvinston	42	17	13	4	2
Ameliasburg	58	28	20	7	.....
Amherstburg	31	10	21	6	10
Ancaster	38	12	22	5	15
Angus	11	6	13	10	3
Arkona	17	10	15	8	4
Avonmore	41	13	19	5	13
Ayr	24	19	9	6	2
Bancroft	21	3	5	1	.....
Bath	34	8	17	6	.....
Bayfield	23	7	20	5	6
Belle River	25	10	16	3	4
Beaverton	28	12	24	8	9
Beeton	21	15	16	7	9
Belmont	23	20	20	5	15
Binbrook	28	16	13	6	5
Blackstock	20	5	11	2	.....
Blenheim	49	32	36	12	5
Blyth	29	16	12	6	2

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1897.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Bobcaygeon	18	12	6	2	.....
Bolton	37	24	20	6	14
Bothwell	21	16	16	11	4
Bracebridge	38	20	27	13	.....
Bridgeburg	26	23	17	12	.....
Brigden	27	15	5	2	1
Bruce Mines	12	7	.....	.....	.....
Brussels	45	28	35	22	3
Burk's Falls	48	31	34	18	2
Burlington	32	19	10	1	1
Burritt's Rapids	13	8	6	2	3
Cannington	53	38	19	7	12
Cardinal	21	7	2	.....	2
Castleton	24	20	11	5	1
Charleston	27	14	21	9	12
Chatsworth	13	6	4	2	2
Chesley	62	33	28	13	12
Claremont	26	12	8	2	6
Clifford	11	11	10	7	3
Comber	28	15	.....	.....	.....
Cookstown	32	24	23	11	12
Courtright	28	12	7	3	1
Creemore	24	16	16	6	10
Crediton	20	13	7	3	2
Crosshill	10	6	11	3	0
Cumberland	20	10	8	4	4
Delhi	54	25	18	6	3
Delta	33	14	9	2	1
Drayton	28	23	12	9	3
Dresden	28	19	23	14	7
Drumbo	35	23	9	8	1
Dundalk	32	17	22	6	11
Dungannon	16	9	16	8	1
Durham	73	62	22	12	8
Eganville	43	29	42	20	22
Eglinton	17	11	6	.....	.....
Elmira	11	9	15	8	.....
Elmvale	20	7	8	2	6
Embro	39	36	13	8	.....
Erin	42	27	30	12	1
Exeter	51	27	45	22	9
Fenelon Falls	41	21	29	16	.....
Fingal	39	22	39	20	12
Flesherton	32	14	12	5	2
Flinton	4	3	3	3	.....
Florence	34	11	19	6	1
Fordwich	11	7	22	10	3
Glen Allan	11	8	5	2	3
Gore Bay	15	6	17	4	.....
Grand Bend	.....	.....	.....	.....	.....
Grand Valley	26	7	17	3	.....

2. ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1897.		Public School Leaving Examination, June, 1897.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Hanover	6	4	21	14	7
Harrow	20	11	8	2	3
Hastings	14	6	8	3	.....
Hensall	31	14	14	9	2
Hepworth	18	4	3	1	.....
Highgate	28	18	8	7	.....
Hillsdale	9	5	6	3	.....
Horning's Mills	19	5	14	2	.....
Huntsville	23	9	13	5	8
Jarvis	25	15	17	9	8
Kimberley	12	8	6	2	3
Kingsville	35	16	16	4	7
Kintail	23	6	10	2	5
Kirkfield	51	17	27	9	.....
Lakefield	60	32	26	7	.....
Lanark	60	41	17	10	.....
Lancaster	24	16	10	4	.....
Little Current	11	3	7	6	1
Lion's Head	9	3	3	0	3
London East	226	69	112	24	14
Lucknow	28	23	13	5	.....
Manitowaning	11	6	5	2	3
Markdale	32	21	19	12	6
Marshville	34	27	22	8	1
Marsville	6	2	2	2	.....
Mattawa	18	12	13	4	1
Maxville	30	8	5	1	1
Merlin	20	12	18	12	3
Merrickville	36	19	19	2	17
Metcalfe	24	4	22	6	.....
Midland	23	13	17	8	9
Millbrook	65	31	25	11	14
Milton	76	50	57	26	4
Milverton	25	14	27	5	12
Minden	17	10	21	7	13
Moorefield	14	7	7	3	3
Mount Hope	19	17	11	8	3
Newboro	42	17	26	6	.....
New Hamburg	29	19	14	7	.....
Neustadt	5	5	2	1	1
North Augusta	16	5	3	.....	3
North Bay	27	18	35	18	2
Norwich	64	36	9	5	4
Oakwood	18	8	16	9	.....
Oil Springs	29	13	16	12	1
Orono	23	11	9	6	2
Paisley	59	41	33	12	.....
Pakenham	27	22	15	7	8
Palmerston	40	32	20	17	3
Parry Sound	40	23	24	13	3
Pelee Island	8	6	.....	.....	.....
Pelham S.S. No. 2	32	21	27	12	.....
Penetanguishene	13	12	7	3	4

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Plantagenet	28	16	12	6	4
Plattsville	22	9	14	3	11
Port Stanley	27	18	16	3	13
Raleigh S.S. No. 10	20	12	9	8	1
Rat Portage	34	25	3	1	.....
Richmond	57	21	38	14	.....
Ridgeway	35	22	25	13	.....
Rockton	42	22	25	9	13
Rockwood	18	6	10	1	.....
Rodney	26	16	15	6	2
Rosemont	4	2	10	4	.....
Russell	20	9	16	5	6
Sault Ste Marie	53	38	23	12	11
Schrieber	8	2	.....	.....	.....
Selkirk	33	11	8	5	3
Sharbot Lake	21	4	22	6	0
Shelburne	23	7	15	3	0
South Finch	45	14	16	6	10
Sparta	22	14	11	3	8
Spencerville	21	5	9	3	6
Springfield	23	15	11	5	6
St. Helens	17	10	9	4	5
Stayner	31	20	24	11	13
Stoney Creek	37	17	7	3	3
Strabane	22	12	4	1	3
Strand	37	21	18	9	9
Sturgeon Falls	.....	.....	.....	.....	.....
Sudbury	21	14	13	10	.....
Sutton West	22	8	12	1	4
Tara	24	18	8	1	1
Tecumseth	30	9	8	3	.....
Teeswater	34	24	17	9	.....
Thamesville	46	30	26	12	5
Thedford	16	10	6	5	1
Thessalon	6	4	8	3	5
Thornbury	46	29	8	2	6
Tilbury Centre	31	18	20	8	10
Tiverton	12	7	7	1	.....
Tottenham	51	36	17	6	11
Tweed	44	35	19	14	.....
Uptergrove	31	21	12	6	6
Wallaceburg	67	45	33	21	9
Warkworth	38	15	27	8	.....
Waubaushene	33	26	11	5	.....
Webbwood	5	1	3	3	.....
West Lorne	32	12	12	3	4
Westport Separate School	25	14	18	8	.....
West Winchester	135	74	60	19	2
Wheatley	23	17	12	9	1
Wilkesport	21	15	5	1	.....
Wingham	55	39	40	23	7
Wolfe Island	29	8	14	1	.....

2.—Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	Entrance Examination, June, 1898.		Public School Leaving Examination, June, 1898.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leav'g Papers.
Wooler	25	16	21	13	4
Wroxeter	26	16	16	10	.....
Wyoming	49	33	31	14	12
Zurich	20	7	4	2	1
Summary :—					
Collegiate Institutes	5,305	3,288			
High Schools	6,088	3,307			
Other places	5,468	3,016			
Grand total	16,861	9,611	5,280	1,980	1,330
Comparison with June, 1897 :—					
Increase	477	.....	702	.....	130
Decrease	.....	891	.....	262	.....

APPENDIX G.—*TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ., M.D., C.L.H., SUPERINTENDENT OF PUBLIC LIBRARIES, ART SCHOOLS, ETC.

1. *Public Libraries.*

SIR,—I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools, and Scientific Institutions receiving a share of the Government Grant, in the Province of Ontario, for the year ending 30th April, 1898.

At the present time there are 401 Public and Free Libraries, Art Schools, and Scientific Institutions, etc., receiving Government aid, in operation in this Province.

For the year ending 30th April, 1898, the following Institutions reported :

244 Public Libraries.
103 Free Libraries,
8 Art Schools.
9 Scientific Institutions, etc.

Total 364

The following Public Libraries did not report: Athens, Beamsville, Coboconk, Cartwright, Delaware, Elmsvale, Emsdale, Forks of the Credit, Glencoe, Hastings, Highgate, Hillsburg, Hornings Mills, Kimberley, Lion's Head, Logan (Mitchell P.O.), Lucille, Maxville, Mayflower (Watford, P.O.), Merrickville, Mono College (Orangeville, P.O.) St. Vincent (Meaford, P.O.) Trenton, Tweed, Walters Falls.—25

The following Public Libraries have been incorporated since the 30th of April 1898: Bracondale, Chalk River, Fort Francis, Haileybury, Harrington, New Sarum, Pelee Island, Princeton, Thornloe, Wabigoon.—10

The following Free Libraries did not report: Hanover, Sudbury.—2.

I inspected the following Public and Free Libraries, Art Schools, Literary and Scientific Institutions, etc., during the year: Acton, Alton, Atwood, Auburn, Aylmer, Bayham, Beaverton, Belfountain, Blyth, Bowmanville, Brighton, Brockville, F. L., Brockville, Art School, Brussels, Burlington, Clifford, Clinton, Dorchester, Durham, Erin Ethel, Fenelon Falls, Forks of the Credit, Garden Island, Georgetown, Goderich, Grantham, P. L. (St. Catharines, P.O.) Grimsby, Hamilton, F.L., Hamilton Art School, Hamilton Literary Association, Hanover, Hillsburg, Holyrood, Kinburn, Kincardine, Kingston, P. L, Kingston Art School, Little Britain, Listowel, London, F.L., London, Art School, Lucknow, Manilla, Mallorytown, Mildmay, Minden, Morriston, Mount Albert, Napanee, Oakwood, Odessa, Orono, Ottawa Art School, Ottawa French Canadian Institute, Ottawa Literary and Scientific Society, Ottawa Natural History Society, Ottawa St. Patricks Literary Association, Owen Sound, Port Stanley, Prescott, Richmond Hill, Ripley, Saltfleet (Stoney Creek, P.O.), Shallow Lake, Spencerville, Springfield, Stouffville, St. Thomas, F.L, St. Thomas, Art School, Teeswater, Tiverton, Thornhill, Underwood, Uxbridge, Waterdown, Walkerton, Wingham, Zephyr.

The following table shows the locality of every Public and Free Library in t Province.

I.—PUBLIC AND FREE LIBRARIES IN 1897-8

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villag
Addington	Camden, East.	Dufferin	Mono College.
"	Enterprise.	"	Orangeville.
"	Napanee Mills.	"	Primrose.
"	Newburgh.	"	Shelburne.
"	Odessa.	"	Violet Hill.
"	Tamworth.	Dundas	Chesterville.
Algoma	Chapleau.	"	Dundela.
"	Manitowaning.	"	Iroquois.
"	Port Arthur.	"	Morewood.
"	Rat Portage.	"	Morrisburg.
"	Richard's Landing.	"	Winchester.
"	Sault Ste. Marie.	Durham	Bowmanville.
"	Schreiber.	"	Millbrook.
"	Sudbury.	"	Orono.
"	Thessalon.	"	Port Hope.
"	Webbwood.	Elgin	Aylmer.
Brant	Brantford.	"	Bayham.
"	Burford.	"	Dutton.
"	Glenmorris.	"	New Sarum.
"	Paris.	"	Port Stanley.
"	Scotland.		Rodney.
"	St. George.	"	St. Thomas.
Bruce	Bervie.	"	Shedden.
"	Cargill.	"	Sparta.
"	Chesley.	"	Springfield.
"	Hepworth.	"	West Lorne.
"	Holyrood.	Essex	Comber.
"	Kincardine.	"	Essex.
"	Lion's Head.	"	Kingsville.
"	Lucknow.	"	Leamington.
"	Mildmay.	"	Pelee Island.
"	Paisley.	"	Windsor.
"	Port Elgin.	Frontenac	Garden Island.
"	Ripley.	"	Kingston.
"	Riversdale.	Glengarry	Lancaster.
"	Southampton.	"	Maxville.
"	Teeswater.	"	Williamstown.
"	Tara.	Grenville	Algonquin.
"	Tiverton.	"	Cardinal.
"	Underwood.	"	Easton's Corners.
"	Walkerton.	"	Merrickville.
"	Westford.	"	North Augusta.
"	Wiarton.	"	Oxford Mills,
Carleton	Carp.	"	Prescott.
"	Kars.	"	Spencerville.
"	Kinburn.	Grey	Bognor.
"	Manotick.	"	Chatsworth.
"	North Gower.	"	Clarksburg.
"	Richmond.	"	Durham.
Dufferin	Horning's Mills.	"	Dundalk.
"	Lucille.	"	Flesherton.
"	Melancthon.	"	Holland Centre.
"	Mono Centre.	"	Kimberley.

Public and Free Libraries.

Counties and Districts.	Cities, Towns and Villages.
y	Hanover.
	Markdale.
	Meaford.
	Owen Sound.
	Shallow Lake.
	St. Vincent.
	Thornbury.
	Walter's Falls.
liburton	Minden.
ldimand	Caledonia.
"	Cayuga.
"	Cheapside.
"	Dufferin.
"	Dunnville.
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria.
lton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.
tings	Belleville.
"	Deseronto.
"	Trenton.
"	Tweed.
rn	Auburn.
	Blyth.
	Brussels.
	Clinton.
	Dungannon.
	Ethel.
	Exeter.
	Fordwich.
	Goderich.
	Gorrie.
	Hensall.
	Seaforth.
	St. Helen's.
	Wingham.
	Wroxeter.
	Blenheim.
	Bothwell.
	Chatham.
	Dresden.
	Duart.
	Highgate.
	Tilbury.
	Tilbury E.
	Ridgetown.
	Romney.
	Thamesville.
	Wallaceburg.
	Wheatley.
mbton	Arkona.
"	Aberarder.

Counties and Districts.	Cities, Towns and Villages.
Lambton	Alvinston.
"	Copleston.
"	Courtwright.
"	Forest.
"	Mayflower Watford P.O.
"	Oil Springs.
"	Point Edward.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
"	Dalhousie.
"	Lanark.
"	Pakenham.
"	Perth.
"	Smith's Falls.
Leeds	Athens.
"	Brockville.
"	Gananoque.
"	Mallorytown.
Lennox	Napanee.
Lincoln	Beamsville.
"	Grantham.
"	Merritton.
"	Grimsby.
"	Niagara.
"	St. Catharines.
Manitoulin I	Gore Bay.
"	Little Current.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Delaware.
"	Dorchester.
"	Glencoe.
"	London.
"	Lucan.
"	Melbourne.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Burk's Falls.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
Nipissing	Copper Cliff.
"	Haileybury.
"	North Bay.
"	Thornloe.
Norfo'k	Delhi.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.

Public and Free Libraries

Counties and Districts.	Cities, Towns and Villages.
Northumberland	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Fenella.
"	Hastings.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.
"	Brougham.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
"	Zephyr.
Oxford	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tilsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Emsdale.
"	Parry Sound.
"	South River.
"	Sundridge.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Cheltenham.
"	Claude.
"	Forks of the Credit.
"	Inglewood.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Logan.
"	Milverton.
"	Mitchell.
"	St. Mary's.
"	Stratford.
Peterborough	Lakefield.
"	Norwood.
"	Peterborough.
Prince Edward	Bloomfield.
"	Picton.
Rainy River	Dryden.
"	Fort Francis.
"	Wabigoon.
Renfrew	Admaston.
"	Arnprior.
"	Burnstown.
"	Calabogie.
"	Chalk River.
"	Douglas.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
"	Vars
Stormont	Cornwall.
Simcoe	Allis'on.
"	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Midland
"	Orillia.
"	Penetanguishene.
"	Stayner.
"	Tottenham.
Victoria	Bobcaygeon.
"	Coboconk.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Oakwood.
"	Omemee.
"	Woodville.
Waterloo	Ayr.
"	Baden.
"	Berlin.
"	Elmira.
"	Floradale.
"	Galt.
"	Hespeler.
"	Linwood.
"	New Hamburg.
"	Preston.

Public and Free Libraries.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
aterloo.....	Waterloo.	Wellington.....	Rockwood.
elland	Fonthill.	Wentworth.....	Dundas.
"	Fort Erie.	"	Hamilton.
"	Niagara Falls.	"	Lynden.
"	Niagara Falls South.	"	Waterdown.
"	Port Colborne.	York	Aurora.
"	Ridgeway.	"	Bracondale.
"	Thorold.	"	Don.
"	Welland,	"	Highland Creek.
ellington.....	Alma.	"	Islington.
"	Arthur.	"	King.
"	Bellwood.	"	Maple.
"	Clifford.	"	Markham.
"	Drayton.	"	Mount Albert.
"	Elora.	"	Newmarket.
"	Erin.	"	Queensville.
"	Ennotville.	"	Richmond Hill.
"	Fergus.	"	Scarborough.
"	Glen Allen.	"	Stouffville.
"	Grand Valley.	"	Thornhill.
"	Guelph.	"	Toronto.
"	Harriston.	"	Toronto Junction.
"	Hillsburg.	"	Vandorf.
"	Morriston.	"	Weston.
"	Mount Forest.	"	Woodbridge.
"	Palmerston.		

The above list may be classified as follows :

Public Libraries reporting	244	
Free Libraries reporting	103	
Public Libraries not reporting	25	
Free Libraries not reporting	2	
Public Libraries incorporated since 30th April, 1898	10	
		384

I. PUBLIC LIBRARIES REPORT.

The following extracts are taken from the annual reports for the year ending 30t April, 1898. (For details see Tables A and B):

1. Classification of Public Libraries Reporting 1897-98.

Public Libraries, with libraries, reading-rooms, and evening classes...	3
" " " " and reading rooms.....	137
" " " " only.....	104
Total.....	244

2. Public Libraries—Receipts and Balances on hand.

The total receipts of Public Libraries was.....	$76,509 01
Balances on hand.....	5,290 05

3. Public Libraries—Expenditure.

The total expenditure of 244 Public Libraries was.	$71,218 96

4. Public Libraries—Assets and Liabilities.

Assets of 244 Public Libraries.....	$353,993 68
Liabilities of 244 Public Libraries.....	12,560 15

5. Number of Members in Public Libraries.

244 Public Libraries have 30,854 members.

6. Number of Volumes in Public Libraries and Number of Volumes issued.

Number of volumes in 244 Libraries.....	417,643
Number of volumes issued in 244 Libraries.....	714,522

7. Reading rooms in Public Libraries.

140 Libraries reporting have readings rooms.
140 Libraries subscribed for 3,182 newspapers and periodicals.

8. Evening Classes in Public Libraries.

2 Libraries had 79 pupils in the drawing courses.

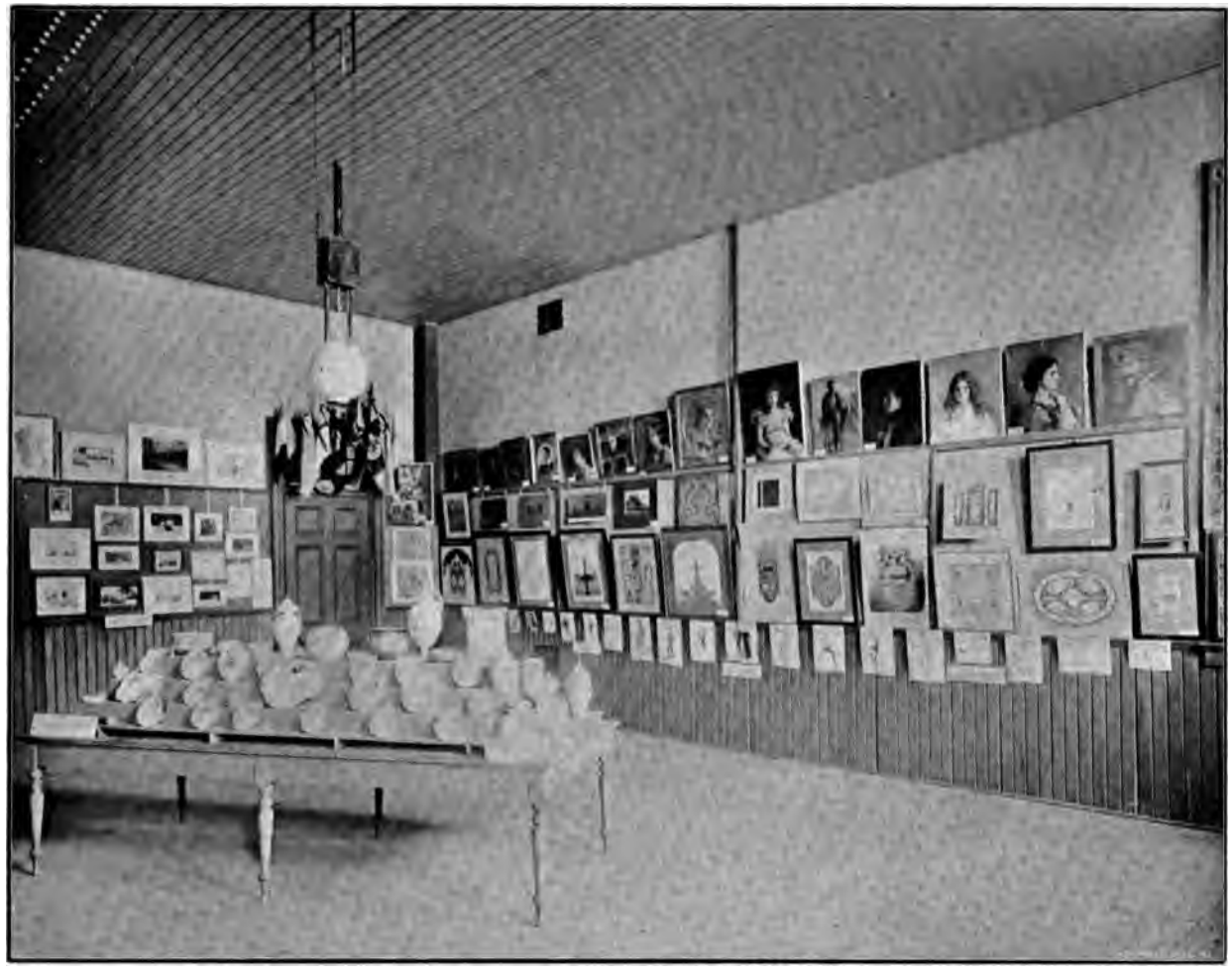
The following abstract shows the proportionate number of volumes in each library

2. PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC AND FREE LIBRARIES.

Libraries with less than 250 Volumes.

Bayham, Dalhousie (McDonald's Corners P.O.) Dryden, Dundela, Kinmout Melancthon, Minden, Morewood, Mount Albert, Richard's Landing, South Riv Spencerville, Trout Creek, Webbwood, Zephyr.

No. 1.—ENTRANCE TO PROVINCIAL INDUSTRIAL ART EXHIBITION AT THE NORMAL SCHOOL, OTTAWA, OPENED TO THE PUBLIC BY HIS EXCELLENCY THE GOVERNOR-GENERAL ON 18TH MAY, 1898.



No. 2.—EXHIBITS FROM BROCKVILLE AND TORONTO ART SCHOOLS, AND LORETTO ABBEY, TORONTO.

Libraries with over 250 and less than 500 Volumes.

Allan's Mills, Alma, Angus, Auburn, Brougham, Burnstown, Calabogie, Chesterville, Cookstown, Copleston, Dorchester, Douglas, Fenella, Glen Allen, Kintore, Lakefield, Linwood, Mallorytown, Maple, Mona Mills, Napenee Mills, North Augusta, Odessa, Otterville, Pakenham, Port Stanley, Primrose, Riversdale, Rodney, Scotland, Shallow Lake, Sundridge, Thornhill, Vars, West Lorne, White Lake.

Libraries with over 500 and less than 1,000 Volumes.

Admaston, Algonquin, Alvinston, Atwood, Beaverton, Belmont, Belwood, Bervie, Bloomfield, Brooklin, Burford, Burks Falls, Camden East, Cargill, Carp, Cayuga, Cheapside, Clarksburg, Cold Springs, Coldstream, Coldwater, Comber, Copper Cliff, Creemore, Don, Dresden, Dutton, Easton's Corners, Enterprise, Grantham (St. Catharines P.O.) Hepworth, Holland Centre, Kars, Kinburn, Kingsville, Lanark, Little Britain, Little Current, Lynden, Manitowaning, Melbourne, Merritton, Midland, Mildmay, Millbrook, Milverton, Mono Centre, Morriston, Nanticoke, Oakwood, Ornemee, Orono, Parry Sound, Plattsville, Port Credit, Port Carling, Richmond, Ridgeway, Rockwood, Schreiber, Sheddon, Springfield, St. Helens, Tamworth, Thedford, Thessalon, Thornbury, Tilbury, Tiverton, Violet Hill, Wallaceburg, Warkworth, Westford, Wheatley, Williamstown, Winchester.

Libraries with over 1,000 and less than 1,500 Volumes.

Acton, Alliston, Blyth, Bognor, Bothwell, Caledonia, Cardinal, Chapleau, Chesley, Delhi, Dufferin (Glanbrassil P.O.) Dungannon, Erin, Ethel, Flesherton, Floradale, Fordwich, Gore Bay, Gorrie, Gravenhurst, Hagersville, Hensall, Highland Creek, Holyrood, Inglewood, Iroquois, Islington, King, Kirkfield, Lake Charles, Lancaster, Leamington, Manilla, Manotick, North Bay, North Gower, Norwood, Oil Springs, Oxford Mills, Palmerston, Parkhill, Pembroke, Pickering, Picton, Port Colborne, Port Perry, Port Rowan, Queensville, Ripley, Romney, Russell, Sault Ste. Marie, Shelburne, Stayner, Sunderland, Tara, Thamesford, Wardsville, Waterford, Woodbridge.

Libraries with over 1,500 and less than 2,000 Volumes.

Ailsa Craig, Arkona, Arnprior, Beeton, Belfountain, Bobcaygeon, Bradford, Brighton, Burlington, Caledon, Cannington, Claremont, Duart, Dundalk, Essex, Georgetown, Glenmorris, Grand Valley, Huntsville, Listowel, Markdale, Mono Road, Newburgh, New Hamburg, Newmarket, Niagara Falls South, Port Arthur, Rat Portage, Sparta, Tilbury E., Tilsonburg, Tottenham, Underwood, Vandorf, Victoria (Caledonia P.O.) Walkerton, Waterdown, Watford, Woodville, Wyoming.

Libraries with over 2,000 and less than 2,500 Volumes.

Aurora, Baden, Bolton, Bracebridge, Brussels, Chatsworth, Cheltenham, Claude, Colborne, Cornwall, Deseronto, Drayton, Dunnville, Elmira, Ennotville (Barnett P.O.) Fonthill, Fort Erie, Gananoque, Jarvis, Lindsay, Lucknow, Meaford, Morrisburg, Oshawa, Point Edward, Tavistock, Thamesville, Toronto Junction, Weston, Whitby, Wiarton.

Libraries with over 2,500 and less than 3,000 Volumes.

Aberarder, Almonte, Arthur, Blenheim, Bowmanville, Carleton Place, Clifford, Cobourg, Hespeler, Markham, Mount Forest, Oakville, Orangeville, Port Elgin, Renfrew, Richmond Hill, Streetsville, Teeswater, Wingham.

Libraries with over 3,000 and less than 3,500 Volumes.

Aylmer, Brampton, Campbellford, Durham, Exeter, Fenelon Falls, Forest, Ingersoll, Mitchell, Napanee, Norwich, Paisley, Ridgetown, Southampton, Stouffville, Stratford, Welland.

Libraries with over 3,500 and less than 4,000 Volumes.

Ayr, Barrie, Belleville, Clinton, Embro, Goderich, Harriston, Kincardine, Orillia, Perth, Port Hope, Prescott, Smith's Falls, Wroxeter.

Libraries with over 4,000 and less than 5,000 Volumes.

Alton, Collingwood, Fergus, Galt, Garden Island, Grimsby, Milton, Niagara, Niagara alls, Owen Sound, Penetanguishene, Scarboro, Simcoe, Strathroy, St. George, St. Marys, horold, Woodstock.

Libraries with over 5,000 and less than 6,000 Volumes.

Chatham, Kingston, Preston, Seaforth, Uxbridge.

Libraries with over 6,000 and less than 8,000 Volumes.

Berlin, Dundas, Paris, St. Catharines, St. Thomas, Waterloo, Windsor.

Libraries with over 8,000 and less than 10,000 Volumes.

Brockville, Elora, Guelph, Peterborough.

Libraries with over 10,000 and less than 20,000 Volumes.

Brantford, London, Lucan.

Libraries with over 20,000 and less than 30,000 Volumes

Hamilton.

Libraries with over 100,000 Volumes

Toronto.

TABLE A —Receipts and Expenditure, Assets and Liabilities, etc., of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
1 Aberarder	421 23	421 23	.....	124	2,610	3,010	25	....	1,841 00	82 48
2 Admaston	27 00	25 91	1 09	136	815	889	.....	....	321 09	.....
3 Allan's Mills ..	60 85	59 51	1 34	102	310	585	.....	....	201 34	.....
4 Alliston	214 41	199 44	14 97	120	1,427	2,685	.....	....	1,063 97	.....
5 Alma	198 58	180 38	18 20	103	325	1,588	.....	....	208 33	.....
6 Almonte	768 75	519 86	248 89	148	2,715	6,815	21	....	2,703 71	.....
7 Arkona	359 16	358 00	1 16	103	1,597	1,551	24	....	1,101 16	100 00
8 Arthur.....	195 14	185 96	9 18	113	2,542	2,445	20	....	1,784 18	.....
9 Atwood.....	152 05	149 33	2 72	119	638	7,294	.....	....	389 73	.....
10 Auburn	292 18	285 15	7 03	104	378	794	13	....	251 89	140 00
11 Aurora.....	364 53	356 86	7 67	130	2,407	6,594	6	....	3,738 42	979 38
12 Ayr.....	235 55	225 81	9 74	165	3,764	5,420	24	....	1,609 00	.....
13 Baden	294 20	285 27	8 93	98	2,257	1,972	20	....	1,291 27	40 00
14 Barrie	841 72	840 38	1 34	280	3,915	9,324	33	....	4,301 34	125 00
15 Bayham	134 73	134 18	55	118	164	453	.....	....	108 17	.....
16 Beaverton	288 14	297 96	18	105	911	1,793	13	....	774 96	95 00
17 Belleville.....	1,903 99	1,888 63	15 36	200	3,536	2,800	26	....	1,315 36	350 00
18 Belmont	98 82	94 11	4 71	113	974	2,343	.....	....	799 65	.....
19 Belwood	147 64	146 04	1 60	110	633	1,767	.....	....	401 60	20
20 Bervie	84 83	80 95	3 88	54	674	1,518	.....	....	229 85	.....
21 Blenheim	612 44	611 37	1 07	171	2,744	4,700	22	....	2,030 07	135
22 Bloomfield	401 85	401 79	06	214	906	6,566	22	....	625 95	1
23 Blyth	130 90	104 80	26 10	106	1,311	949	27	....	1,032 10	.....
24 Bobcaygeon ...	492 03	256 55	235 48	100	1,928	2,891	16	..	1,757 66	.....
25 Bognor.....	177 92	143 83	34 09	104	1,127	3,246	.....	....	792 78	.....
26 Bolton	327 75	326 56	1 19	137	2,232	7,186	22	....	1,531 19	28 47
27 Bowmanville ..	543 42	532 39	11 03	192	2,962	5,144	35	....	2,816 03	29 85
28 Bracebridge ...	501 75	474 50	27 25	138	2,134	5,597	21	...	2,577 25	25 00
29 Bradford	281 72	250 05	31 67	105	1,603	2,202	.....	....	1,188 57	123 50
30 Brighton.....	194 90	192 32	2 58	137	1,504	1,019	20	....	802 58	82 50
31 Brooklin	294 60	290 64	3 96	140	886	2,290	.....	..	404 07	76 49
32 Brougham	34 00	4 00	30 00	58	315	400	.....	....	356 00	.....
33 Brussels	275 58	182 32	93 26	103	2,022	1,911	21	..	731 26	55 00
34 Burford	343 04	.....		106	856	2,557	18	....	604 00	30 87
35 Burlington	244 89	218 49	26 40	103	1,589	2,060	2	....	1,221 40	55 00
36 Burnstown	81 97	81 97	.....	104	284	967	.....	....	195 00	20 00
37 Calabogie	3 92	.....	3 92	47	254	666	.....	....	138 95	.....
38 Campbellford..	379 15	330 33	48 82	157	3,404	4,326	21	....	1,773 82	55 00
39 Cannington ...	320 82	315 22	5 60	102	1,669	4,205	20	..	1,464 60	.....
40 Cargill	168 68	159 82	8 86	104	740	2,426	.	....	373 86	.....
41 Carp....	198 50	167 79	30 71	101	548	1,317	.....	....	393 65	.....
42 Chapleau.....	369 48	238 95	130 53	109	1,208	1,131	30	...	3,979 69	.....
43 Chatsworth ...	179 52	168 28	11 24	101	2,014	3,328	.....	....	1,432 74	.....
44 Chespeide.....	145 19	127 21	17 98	108	900	1,097	. .....	....	567 77	.....
45 Cheltenham ...	163 57	150 30	13 27	150	2,017	2,280	.....	....	1,746 57	45 00
46 Chesley	482 46	414 36	68 10	131	1,196	2,935	34	....	600 00	.....
47 Claremont	236 15	230 49	5 66	106	1,534	1,997	.....	....	995 93	.....
48 Clarksburg....	310 30	249 07	61 23	157	721	2,132	7	....	782 72	18 28
49 Claude.....	212 06	180 46	31 60	103	2,140	1,735	.....	....	1,681 60	.....
50 Clifford	208 46	208 46	....	115	2,596	1,387	.....	....	816 52	60 31
51 Clinton	617 76	617 76	.....	110	3,544	3,430	25	....	3,500 00	123 22
52 Cobourg.....	542 10	537 77	4 33	188	2,569	7,748	33	....	1,254 33	140 00
53 Colborne	105 40	92 55	12 85	127	2,279	2,006	.....	....	947 85	.....
54 Cold Springs ..	82 98	78 45	4 53	110	783	803	....	....	691 34	40 00
55 Coldstream....	181 37	178 98	2 39	150	986	2,270	17	....	517 39	.....
56 Coldwater.....	292 25	291 30	95	170	642	2,884	20	....	415 07	100 00
57 Comber	357 02	308 81	48 21	100	701	2,442	19	....	461 69	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
58 Cookstown ...	231 85	209 93	21 92	140	441	1,514	....	....	235 69	100 00
59 Copleston	93 46	91 29	21 17	117	275	197	....	....	142 17	....
60 Copper Cliff..	256 49	254 74	1 75	107	830	604	....	....	486 75	....
61 Dalhousie(McDonald's Corners P.O.) ..	25 00	22 99	2 01	100	228	421	....	....	87 01	....
62 Don	103 90	102 48	1 42	100	542	682	....	....	288 14	....
63 Dorchester ..	258 86	250 39	8 47	164	477	1,252	....		223 47	70 00
64 Douglas	100 43	99 49	94	113	433	1,135	....	..	227 68	....
65 Dresden.....	141 79	138 55	3 24	106	739	2,123	....	....	444 08	23 00
66 Dryden	131 55	131 15	40	101	213	370	12	....	66 25	.... .
67 Duart.....	204 46	158 14	46 32	102	1,758	3,635	...	....	1,237 83	....
68 Dufferin(Clanbrassil P.O.).	155 77	32 30	123 47	71	1,105	863	...	....	988 46	... .
69 Dundalk	386 98	385 51	1 47	117	1,920	4,953	50	....	1,501 47	....
70 Dundas	839 37	818 68	20 69	155	6,440	4,674	38	....	5,270 69	....
71 Dundela	20 75	20 57	18	112	129	554	....	....	33 75	2 50
72 Dungannon ..	220 78	208 19	12 59	102	1,137	1,188	18	....	593 33	....
73 Dunville	270 81	257 94	12 87	113	2,428	6,501	....	....	1,029 40	6 39
74 Durham	425 72	255 59	170 13	117	3,432	4,543	36	....	3,870 18	....
75 Easton's Cor's	281 21	277 46	3 75	104	514	2,267	....	....	343 09	....
76 Elmira	299 47	299 47	.....	103	2,383	1,953	24	....	1,590 05	....
77 Elora	531 93	507 78	24 15	138	8,433	7,060	24	....	8,274 15	....
78 Embro	323 44	322 17	1 27	103	3,865	4,053	23	....	3,453 83	....
79 Ennotville (Barnett P.O)	161 51	99 24	62 27	108	2,345	702	.....	....	2,825 08	....
80 Essex	436 02	428 49	7 53	113	1,745	2,051	24	....	2,032 26	40 00
81 Ethel	145 64	126 79	18 85	131	1,072	1,331	....	....	688 47	....
82 Fenella	21 52	10 35	11 17	50	450	315	.....	....	161 17	....
83 Fenelon Falls.	358 70	349 92	8 78	124	3,143	3,903	34	....	2,419 93	....
84 Fergus	374 91	374 67	24	122	4,122	4,610	17	....	5,331 98	....
85 Flesherton ...	233 08	233 08	.....	132	1,055	1,177	38	....	530 00	54 91
86 Floradale	162 38	156 43	5 95	118	1,179	1,709	8	....	620 95	....
87 Fonthill.....	483 55	482 56	99	104	2,310	1,447	20	....	1,898 20	131 00
88 Fort Erie	183 82	166 57	17 25	103	2,139	2,173	.....	....	1,295 39	7 00
89 Galt	879 64	719 04	160 60	352	4,292	10,850	37		6,416 60	....
90 Gananoque ..	322 42	620 13	2 29	235	2,178	10,577	39	..	1,414 77	....
91 Glen Allan ..	156 37	154 46	1 91	104	499	1,000	.....	.	287 90	... .
92 Glenmorris ..	231 25	231 25	.....	103	1,768	1,394	15	.. .	1,373 00	33 10
93 Goderich	443 27	436 26	7 01	131	3,645	12,954	38	....	3,560 46	....
94 Grand Valley.	200 96	194 29	6 67	137	1,624	1,806	.....	....	996 67	....
95 Grantham (St. Catharine's P.O.)	249 98	241 23	8 75	106	554	935	.....	....	345 40	50 00
96 Grimsby	395 39	395 39	.....	128	4,643	5,052	20	....	4,650 00	2 32
97 Harriston ...	847 06	846 06	1 00	134	3,580	2,527	24	....	2,221 00	244 20
98 Hensall	171 80	136 47	35 33	103	1,091	1,029	.....	....	854 15	....
99 Hepworth	133 90	133 86	04	101	592	910	.....	....	290 68	.....
100 Hespeler	362 51	250 18	112 33	191	2,719	4,349	22	....	2,552 33	.....
101 Highland Cr'k	150 47	146 26	4 21	113	1,340	2,850	.....	....	1,046 21	.....
102 Holland C'tre	104 70	104 70	... .	103	550	720	.....	....	408 63	.....
103 Huntsville.	471 40	434 33	37 07	100	1,504	3,536	18	...	977 07	14 22
104 Inglewood....	161 93	149 94	11 99	104	1,377	2,801	.....	....	1,040 36	.....
105 Islington	43 00	40 95	2 05	124	1,056	749	.....	....	468 30	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
106 Jarvis.....	473 39	374 92	98 47	113	2,147	4,091	23	....	1,153 47	269 00
107 Kars	195 34	193 58	1 76	122	936	2,100	.....	....	482 01	....
108 Kinburn	145 04	143 47	1 57	130	750	1,548	.....	....	315 41	35 00
109 Kincardine...	497 04	481 50	15 54	197	3,940	10,829	28	....	3,620 54	281 00
110 King City....	192 00	177 44	14 56	120	1,006	982	...	....	445 79	.....
111 Kingston.....	1,415 90	1,381 87	34 03	240	5,752	16,374	49	....	4,489 53	.....
112 Kinmount....	142 55	141 12	1 43	...	178	433	16	....	125 93	42 83
113 Kintore	136 85	136 85	.....	148	455	920	....	....	310 00	94 90
114 Kirkfield	413 68	401 50	12 18	131	1,181	1,841	12	....	367 18	90 00
115 Lake Charles..	105 31	105 31	.....	100	1,331	3,019	10	....	908 85	.....
116 Lindsay	711 29	701 17	10 12	131	2,302	2,649	45	....	2,285 12	450 00
117 Linwood	44 06	31 09	12 97	42	457	357	.....	....	301 47	.....
118 Listowel	395 80	385 12	10 68	135	1,982	4,195	25	....	1,414 68	358 90
119 Little Britain.	317 37	310 29	7 08	138	877	1,578	27	....	774 81	.....
120 Lucknow ...	351 16	344 92	6 24	109	2,190	2,835	26	....	1,031 24	100 00
121 Lynden	301 81	299 06	2 75	117	676	1,225	.....	....	330 43	65 00
122 Mallorytown.	217 39	214 09	3 30	103	443	417	. ...	....	211 95	100 00
123 Manilla	248 66	221 33	27 33	102	1,321	2,127	.....	....	878 38	....
124 Manitowaning	364 95	361 74	3 21	112	656	2,613	.....	....	323 54	102 23
125 Manotick ...	190 23	186 09	4 14	105	1,320	2,530	.....	....	821 01	....
126 Maple	52 73	52 70	03	104	260	808	.....	....	165 00	.....
127 Markdale ...	516 10	510 50	5 60	149	1,769	3,284	20	....	1,582 60	.....
128 Markham ...	211 59	200 80	10 79	102	2,547	3,632	.....	....	1,960 79	45 00
129 Meaford	238 79	214 15	24 64	107	2,352	2,837	12	....	2,639 64	.....
130 Melancthon ..	69 13	57 99	11 14	106	115	867	.....	...	97 51	11 38
131 Melbourne ..	100 65	95 19	5 46	79	705	1,812	.....	....	480 46	14 53
132 Midland.....	288 77	288 46	31	115	700	1,953	18	....	574 31	142 46
133 Mildmay.....	149 93	149 93	.....	125	780	1,428	16	....	275 00	20 00
134 Milton	295 71	253 35	42 36	109	4,253	3,107	15	....	4,750 00	.....
135 Minden	120 80	113 17	7 63	141	193	266	31	....	166 93	2 00
136 Mono Mills...	109 53	34 97	74 56	25	441	25	... ..	....	213 57	.....
137 Mono Road...	.....	.....	.....	73	1,646	3,327	.....	....	1,376 33	.....
138 Morewood....	9 18	9 18	.....	46	183	230	.....	....	160 00	40 82
139 Morrisburg...	403 11	400 67	1 44	124	2,027	4,261	29	....	1,192 44	.....
140 Morriston	77 09	75 25	1 84	108	638	1,679	3	....	503 36	45 00
141 Mount Albert.	74 25	73 52	73	118	177	.....	.....	....	111 41	36 68
142 Mount Forest.	365 66	317 89	47 77	235	2,811	3,290	20	....	2,237 00	.....
143 Nanticoke ...	209 76	209 76	.....	131	977	1,952	.. ..	....	661 39	18 79
144 Napanee	497 79	488 83	8 96	167	3,360	9,879	28	....	1,158 96	170 80
145 Napanee Mills	57 90	52 40	5 50	143	390	697	.....	....	168 23	.....
146 New Hamburg	283 11	196 58	86 53	103	1,700	1,765	19	....	1,306 53	75 52
147 Newmarket ..	354 04	321 28	32 76	116	1,544	2,924	.....	....	1,150 04	76 65
148 Niagara	309 73	309 73	.....	119	4,507	4,730	27	....	4,700 00	10 73
149 Niagara Falls.	511 05	632 15	178 90	310	4,564	7,357	27	...	6,178 05	.....
150 North Gower.	220 57	216 01	4 56	107	1,281	3,017	.....	....	624 56	.....
151 Norwich.....	321 69	303 70	17 99	118	3,255	3,123	16	....	2,207 99	.....
152 Norwood	255 61	230 98	24 63	150	1,402	1,303	18	....	749 63	.....
153 Oakville	321 69	320 23	1 46	119	2,837	2,851	.....	....	2,488 46	50 00
154 Oakwood	299 70	292 58	7 12	121	604	991	29	....	322 44	145 07
155 Odessa	299 94	296 90	3 04	130	432	816	16	....	258 03	125 00
156 Omemee.....	255 01	198 36	56 65	133	864	2,237	21	....	691 71	187 85
157 Orangeville ..	453 53	447 51	6 02	130	2,608	3,914	39	....	2,646 02	75 00
158 Orillia.. ...	776 36	776 09	27	232	3,508	6,861	25	....	3,803 57	268 00
159 Orono	205 55	202 52	3 03	216	828	2,778	.....	....	730 25	73 00
160 Oshawa	753 10	751 06	2 04	115	2,189	4,011	30	....	1,362 04	210 00
161 Otterville	122 70	120 34	2 36	137	269	1,812	.....	....	159 38	38 25
162 Owen Sound..	566 28	473 99	92 29	238	4,265	13,544	30	....	5,297 73	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of Members.	Number of volumes in Libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c	$ c	$ c						$ c	$ c
163 Oxford Mills..	123 46	115 83	7 63	102	1,012	4,150	.....	..	741 18	....
164 Paisley	492 33	457 89	34 44	290	3,431	6,431	24	...	4,140 00	12 92
165 Pakenham....	140 61	137 30	3 31	101	268	694	13	....	178 31	....
166 Palmerston ..	286 86	286 86	.....	133	1,082	2,619	26	...	700 00	200 00
167 Paris	634 37	633 37	1 00	153	1,378	5,817	36	...	10,812 40	....
168 Pembroke	1,083 82	1,000 00	83 82	168	6,410	7,576	20	...	1,435 21	331 91
169 Perth	490 82	489 83	99	190	3,878	7,423	17	....	1,900 99	....
170 Peterboro'....	1,325 08	1,318 42	6 66	382	8,522	15,497	98	18	10,522 43	... .
171 Pickering	289 32	216 42	72 90	123	1,231	2,530	.....	....	1,022 90	....
172 Picton	559 56	493 86	65 70	185	1,475	4,712	20	..	890 70	.....
173 Plattsville....	153 50	129 94	23 56	100	704	2,102	12	....	436 10	.....
174 Point Edward	147 62	112 04	35 58	78	2,464	2,482	12	....	2,958 58	.....
175 Port Arthur..	367 20	367 16	04	148	1,660	7,204	18	....	1,425 00	325 00
176 Port Credit...	170 96	166 19	4 77	142	584	1,509	.....	....	391 58	.....
177 Port Elgin....	215 37	190 70	24 67	107	2,648	3,237	17	....	1,524 67	.....
178 Port Hope....	845 65	845 65	.....	126	3,891	8,121	34	....	3,403 00	307 08
179 Port Perry ..	465 65	451 82	13 83	110	1,292	3,225	13	....	963 83	89 59
180 Port Stanley..	353 34	330 72	22 62	106	452	1,417	17	....	265 90	... .
181 Primrose	115 90	114 81	1 09	103	450	1,322	.....	....	251 09	27 54
182 Preston	585 14	533 14	52 00	119	5,437	3,865	37	....	5,902 00	.....
183 Queensville ..	238 17	233 46	4 71	110	1,360	2,986	.....	....	790 26	55 00
184 Rat Portage ..	866 24	818 32	47 92	119	1,517	3,510	28	....	1,015 42	57 00
185 Richard's Landing....	53 23	53 23	.....	63	.....	.....	6	....	51 50	....
186 Richmond ...	148 25	142 63	3 62	100	697	1,372	.....	....	402 45	....
187 Ridgetown ..	435 83	432 43	3 40	131	3,009	4,181	17	....	4,287 22	.....
188 Ripley	247 19	234 50	12 69	107	1,378	1,366	.....	....	1,164 38	24 75
189 Riverdale	103 14	103 14	.....	106	431	729	1	....	247 53	6 24
190 Rockwood....	172 38	168 98	3 40	110	668	2,409	14	....	338 80	....
191 Rodney	114 87	103 05	11 82	162	332	648	22	....	370 32	59 50
192 Romney ...	225 90	205 55	20 35	107	1,316	1,223	2	....	1,006 60	6 50
193 Russell	209 19	170 96	38 23	112	1,005	1,463	21	...	1,388 23	6 00
194 Scarboro	289 87	276 89	12 98	100	4,058	2,782	.....	....	3,147 98	.... ..
195 Schreiber	755 68	722 40	33 28	101	796	2,612	12	....	1,879 04	100 00
196 Scotland	256 17	224 51	31 66	100	467	2,160	21	....	315 38	.....
197 Seaforth.....	740 27	723 50	16 77	218	5,001	13,077	20	...	5,086 77	800 00
198 Shallow Lake.	224 87	221 56	3 31	104	405	806	.....	...	220 38	141 32
199 Shedden	220 92	217 49	3 43	104	531	756	.....	....	305 53	135 00
200 Southampton.	200 56	101 52	99 04	124	3,352	3,500	....	....	2,821 34	.....
201 South River.	109 75	105 22	4 53	110	174	141	.....	....	132 66	.....
202 Sparta	380 99	278 17	102 82	144	1,602	4,038	.....	....	1,287 62	32 50
203 Spencerville...	9 50	.....	9 50	111	150	.....	.....	....	109 50	.....
204 Springfield ..	243 09	234 31	8 78	121	776	1,623	...	....	526 02	260 52
205 Stouffville ...	513 00	500 27	12 73	112	3,247	2,010	25	....	3,272 73	.....
206 Strathroy	591 10	591 10	.....	254	4,800	8,375	26	....	4,700 00	67 63
207 Streetsville'..	384 06	384 06	.....	118	2,985	1,717	17	....	2,650 60	173 64
208 St. George .	428 45	422 34	6 11	161	4,012	3,965	18	....	4,409 90	.....
209 St. Helens....	246 02	240 79	5 23	110	927	1,125	20	....	527 97	35 00
210 Sunderland...	284 35	250 51	33 84	102	1,107	1,465	21	...	734 18	.. ....
211 Tara	329 28	268 41	60 87	124	1,408	2,102	20	....	1,515 15	.....
212 Tavistock	383 18	313 52	69 66	106	2,048	3,573	26	....	1,269 75	... .
213 Teeswater....	461 22	379 87	81 35	116	2,847	2,993	29	....	2,031 35	.....
214 Thamesford..	276 46	263 26	13 20	109	1,360	1,679	16	....	1,036 84	... .
215 Thamesville...	844 36	828 84	15 52	142	2,474	4,023	19	....	2,352 90	203 00
216 Thedford.....	257 51	225 99	31 52	119	849	3,453	.....	....	554 52	.....
217 Thornbury....	187 74	184 33	3 41	105	668	1,597	.....	....	308 41	20 00
218 Thornhill.....	169 10	167 20	1 90	143	298	630	12	....	124 73	.....
*219 Tilbury	*300 75*	300 75	.....	123	934	1,595	19	....	708 07	86 00

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Public Libraries for the year ending 30th April, 1898.

Public Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
220 Tilbury E. (Stewart P.O)	283 19	247 35	35 84	54	1,517	2,893	8	....	1,286 79	.....
221 Tilsonburg ..	385 10	357 82	27 28	150	1,879	5,756	15	....	1,227 28	.....
222 Tiverton	140 30	128 01	12 29	128	999	3,678	10	....	412 29	.....
223 Toronto Junction...	677 06	656 35	20 71	120	2,146	2,876	26	....	2,329 71	78 00
224 Trout Creek..	95 15	95 03	12	107	158	125	.....	....	90 61	48 49
225 Underwood..	230 19	210 47	19 72	113	1,505	2,570	....	....	739 72	4 35
226 Vandorf.....	176 83	170 92	5 91	102	1,689	1,282	.....	....	1,405 91	30 10
227 Violet Hill...	91 92	91 92	.....	113	536	1,776	.....	....	407 00	2 61
228 Walkerton....	527 92	527 55	37	178	1,926	5,147	25	27	1,585 37	....
229 Warkworth ..	328 94	316 89	12 05	104	810	1,152	17	....	491 87	85 00
230 Waterdown...	60 15	56 34	3 81	100	1,500	668	.....	....	518 81	.....
231 Watford.....	387 88	375 18	12 70	115	1,664	1,489	28	....	1,292 70	155 58
232 Webbwood....	13 07	6 75	6 32	126	129	148	15	....	66 32	50 00
233 Welland.....	518 16	410 54	107 62	170	3,123	3,768	29	....	3,831 62	.....
234 West Lorne ..	137 70	137 70	.....	192	391	1,601	6	....	265 00	140 23
235 Weston.....	290 94	277 80	13 14	113	2,454	3,157	27	....	2,038 14	11 53
236 Wheatley.....	281 20	277 86	3 34	109	826	1,510	.....	....	599 05	.....
237 Whitby	232 71	223 85	8 86	130	2,383	4,168	...	....	1,708 86	.....
238 Williamstown.	108 99	101 19	7 80	30	724	315	16	....	914 77	80 00
239 Winchester...	106 81	103 60	3 21	83	631	1,107	.....	....	425 63	24 34
240 Wingham	471 59	356 78	114 81	140	2,509	4,320	42	....	1,904 81	.....
241 Woodbridge ..	307 91	166 47	141 44	106	1,357	2,851	16	....	1,591 44	240 00
242 Woodstock ...	1,003 17	1,003 17	.....	300	4,964	6,349	36	....	1,003 17	142 67
243 Woodville....	393 13	336 33	56 80	102	1,810	2,068	30	....	1,203 64	....
244 Zephyr	113 25	113 25	.....	104	262	.....	.....	....	128 21	99 00
Total.....	76,509 01	71,218 96	5,290 05	30,854	417,643	714,522	3,182	79	353,999 68	12,560 15

TABLE B.—Evening Classes in Drawing, etc., in Public Libraries, 1897-8.

Public Libraries.	Number of students.	Primary Course.
Galt	24	Practical Geometry and Linear Perspective.

Public Libraries.	Number of students.	Mechanical Course.
Galt	5	Descriptive Geometry and Machine Drawing.
Peterboro'	18	Machine Drawing.
	23	

Public Libraries.	Number of students.	Industrial Art Course.
Walkerton	27	China Painting.

Public Libraries.	Number of students.	Science Course.
Galt	9	Electricity.

II. FREE LIBRARIES.

The following extracts are taken from the Annual Reports for the year ending 30th April, 1898 (for details see Table O).

1. *Free Libraries' Receipts and Balances on hand.*

The total receipts of 103 Free Libraries was	$112,274 20
Balances on hand	9,035 68

2. *Free Libraries' Expenditure.*

The total expenditure of 103 Free Libraries was	$103,238 52

3. *Free Libraries' Assets and Liabilities.*

Assets of 103 Free Libraries	$516,167 88
Liabilities "	119,047 34

4. *Number of Readers in Free Libraries.*

103 Free Libraries report having had 80,354 readers.

5. *Number of Volumes in Free Libraries, and Number of Volumes Issued.*

Number of volumes in 103 Free Libraries	371,439
Number of volumes issued "	1,643,618

6. *Reading Rooms in Free Libraries.*

60 Free Libraries subscribed for 2,752 newspapers and periodicals.

TABLE C.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1898.

Free Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	c.					$ c.	$ c.
1 Acton	225 00	205 09	19 91	.....	1,092	.....	.....	1,019 91	200 00
2 Ailsa Craig	120 45	114 68	5 77	10	1,722	25	.....	1,510 77	....
3 Algonquin	251 23	224 36	26 87	137	802	1,661	.....	417 12	.....
4 Alton	298 30	290 22	8 08	210	4,284	3,758	.....	3,757 72	.....
5 Alvinston	683 64	654 58	29 06	339	781	2,859	16	579 06	350 00
6 Angus	38 60	34 90	3 70	153	277	1,196	.....	190 00	7 00
7 Arnprior	552 24	496 05	56 19	255	1,603	7,886	.....	1,221 19	198 09
8 Aylmer	559 09	554 37	4 72	395	3,036	8,742	25	3,104 72	....
9 Beeton	230 86	215 91	14 95	128	1,901	3,483	10	1,164 95	....
10 Belfountain	17 50	17 50	.....	150	1,566	3,360	.....	900 00	....
11 Berlin	1,556 52	1,556 52	.....	841	6,671	20,473	51	6,113 00	.. ..
12 Bothwell	320 27	284 55	35 72	220	1,176	1,327	.....	748 79	....
13 Brampton	715 34	694 31	21 03	732	3,042	12,492	20	1,850 00	....
14 Brantford	3,134 36	2,871 57	262 79	2,563	15,068	73,255	69	13,512 79	....
15 Brockville	1,166 42	1,107 47	58 95	1,338	8,535	41,542	43	4,308 95	.....
16 Burk's Falls	376 16	358 53	17 63	335	714	2,838	19	545 63	.....
17 Caledon	124 42	86 09	38 33	113	1,919	1,937	.....	1,635 59	....
18 Caledonia	140 00	130 64	9 36	125	1,313	718	.....	609 36	....
19 Camden East	182 77	175 54	7 23	147	946	1,822	13	589 70	15 00
20 Cardinal	377 09	316 34	60 75	242	1,446	2,981	23	1,120 75	46 50
21 Carleton Place	688 51	687 11	1 40	678	2,997	17,613	16	2,201 40	.....
22 Cayuga	249 15	249 15	....	150	643	1,981	.....	420 00	....
23 Chatham	1,600 00	1,447 44	152 56	1,400	5,946	23,732	40	4,363 77	... .
24 Chesterville	118 05	114 75	3 30	186	413	2,555	.....	262 09	.....
25 Collingwood	919 33	789 33	130 00	886	4,840	968	30	5,390 80	....
26 Cornwall	831 61	789 89	41 72	751	2,346	11,149	34	1,570 51	397 25
27 Creemore	149 39	137 69	11 70	218	661	2,860	.....	387 14	....
28 Deseronto	907 96	823 00	84 96	679	2,015	22,828	51	2,338 89	....
29 Delhi	631 15	628 63	2 52	244	868	3,984	20	603 67	240 00
30 Drayton	375 21	315 27	59 94	223	2,263	4,950	20	1,709 94	.....
31 Dutton	280 48	280 48	.....	265	765	2,643	18	508 27	4 80
32 Enterprise	165 25	164 36	89	160	592	1,250	10	295 81	....
33 Erin	187 22	176 03	11 19	250	1,286	4,182	.....	868 25	....
34 Exeter	391 71	367 67	24 04	285	3,112	4,721	20	3,041 37	40 75
35 Forest	528 56	453 00	75 56	448	3,028	3,600	26	2,605 56	257 50
36 Fordwich	237 05	230 92	6 13	190	1,119	3,945	.....	724 27	1 19
37 Garden Island	960 08	455 38	504 70	282	4,744	1,124	34	3,204 70	.....
38 Georgetown	400 06	395 33	4 73	326	1,876	7,491	23	1,829 73	105 60
39 Gore Bay	396 12	392 40	3 63	314	1,282	16,037	.....	603 63	62 00
40 Gorrie	232 89	232 89	.....	220	1,403	3,508	.....	937 93	5 55
41 Gravenhurst	230 43	167 24	62 19	309	1,406	15,974	.....	917 35	85 14
42 Guelph	1,886 89	1,886 89	.....	1,408	9,604	61,528	46	9,450 00	.....
43 Hagersville	370 08	349 79	20 29	150	1,112	2,538	16	700 05	123 68
44 Hamilton	13,850 40	13,751 74	98 66	12,138	25,110	218,462	227	60,271 27	35,244 00
45 Holyrood	145 45	132 28	13 17	120	1,477	4,425	.....	1,401 00	60 00
46 Ingersoll	720 53	668 79	51 74	872	3,192	20,039	24	1,951 74	.....
47 Iroquois	415 36	394 97	20 39	159	1,416	4,993	24	1,470 39	.. ....
48 Kingsville	311 02	248 12	62 90	130	800	2,031	17	712 90	75 00
49 Lakefield	*184 82*	137 27	47 55	227	467	1,478	11	345 55	35 00

C.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1898.

ıraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	$ c.					$ c.	$ c.
k	323 62	323 62	... .	341	612	4,465	16	374 66	.....
ster	181 30	173 23	8 07	222	1,568	2,399	5	1,033 07	.....
ngton ..	920 07	743 81	176 26	750	1,329	10,739	18	1,202 26	.....
Current	153 75	153 75	.....	160	888	4,415	.....	580 00	.....
n	9,204 61	7,775 35	1,429 26	4,000	11,219	85,610	170	31,929 26	23,249 26
.....	348 56	284 25	64 31	173	1,998	9,776	.....	1,856 31	.....
;ton	289 83	212 56	77 27	233	962	4,723	.....	605 38	.....
ook	570 11	554 57	15 54	263	985	4,637	24	635 54	125 00
·ton	180 66	169 44	11 22	192	720	1,063	.....	451 22	.....
ell.....	570 83	475 28	95 59	298	3,209	7,113	23	4,424 05	....
Centre .	95 40	95 40	.....	141	529	1,285	.... .	275 00	30 00
ırgh....	256 29	255 98	31	160	1,520	2,552	20	1,116 62	66 00
ra Falls									
·.	190 00	186 16	3 84	363	1,903	5,115	.....	1,238 84	28 75
ıgusta ..	197 13	182 13	15 00	160	481	2,721	.....	280 05	50 00
Bay ..	633 63	629 27	4 36	355	1,402	6,308	42	1,244 28	6 25
rings...	408 20	400 07	8 13	228	1,021	3,390	.....	785 13	.....
ill	292 30	241 26	51 04	130	1,401	482	.....	951 04	20 00
Sound .	303 00	268 94	34 06	50	844	78	17	554 06	.....
guishene	604 05	604 05	.....	185	4,190	3,404	32	2,108 68	150 00
arling..	178 78	169 22	9 56	104	842	630	.....	622 06	132 02
olborne.	169 53	165 00	453	295	1,318	5,200	.....	993 76	4 20
Rowan..	218 96	212 18	6 78	118	1,412	2,269	.....	1,555 60	200 00
tt	488 06	418 16	69 90	590	3,925	13,084	.....	4,608 26	.....
ew	453 00	449 67	3 33	290	2,902	9,096	18	3,371 85	121 62
ond Hill	322 81	254 31	68 50	139	2,503	3,944	28	1,918 50	.....
way	178 63	166 17	12 46	177	537	6,018	.....	572 46	.....
t Ste.	587 09	559 48	27 61	505	1,427	7,330	24	1,367 61	.....
ie									
ırne	419 44	337 94	81 50	199	1,468	5,358	25	1,298 47	7 00
;	899 57	899 57	.....	478	4,533	11,181	37	6,300 00	169 42
s Falls.	833 74	833 74	.....	504	3,772	12,478	21	2,618 00	198 61
er	137 04	133 24	3 80	255	1,089	5,825	.....	684 30	.....
ord	3,162 03	2,278 66	883 37	1,007	3,210	18,522	39	2,868 51	74 59
tharines	2,566 95	2,050 80	516 15	1,669	6,393	40,627	43	5,652 15	.....
arys....	446 63	419 01	27 62	523	4,433	8,737	20	2,527 62	.....
omas ..	1,700 27	1,623 78	76 49	1,154	6,774	21,293	48	4,626 49	.....
idge....	196 75	187 12	9 63	286	438	2,158	17	273 55	47 95
orth....	553 90	530 15	23 75	288	863	3,542	26	449 70	213 19
lon	278 00	278 00	.....	160	850	3,607	14	480 00	208 00
ld	509 54	494 94	14 60	600	4,039	9,011	21	5,318 38	....
to	35,620 15	33,679 53	1,940 62	25,304	103,208	557,984	836	232,643 24	55,597 44
ham ..	196 45	159 14	36 81	102	1,651	2,920	.....	1,067 83	.... .
dge	567 18	492 85	74 33	230	5,134	3,791	30	4,949 33	405 00
.. ..	104 95	104 95	.....	131	269	644	.....	205 44	11 75
ria (Caie-									
a P.O.)	136 10	118 93	17 17	122	1,702	1,488	.....	1,220 93	....
ceburg..	565 82	537 08	28 74	175	544	582	21	428 74	256 00
sville .	41 90	34 80	7 10	100	1,118	293	.....	607 10	15 50
ford ...	265 05	265 05	.....	192	1,074	1,003	...	510 00	.....

TABLE C.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1898.

Free Libraries.	Receipts.	Expenditure.	Balances on hand.	Number of members.	Number of volumes in libraries	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	$ c.					$ c.	$ c.
97 Waterloo	623 94	553 40	70 54	900	6,084	7,451	43	4,915 85	....
98 Westford	120 31	42 06	78 25	70	897	416	.....	704 32	.....
99 White Lake..	49 15	49 15	.....	100	316	573	.....	127 85	....
100 Wiarton	447 05	447 05	.....	500	2,331	3,234	25	1,526 64	15 24
101 Windsor	3,523 23	2,776 51	746 72	1,502	6,911	38,957	53	6,488 92	.....
102 Wroxeter	280 77	263 93	16 84	287	3,677	4,590	....	3,542 14	.....
103 Wyoming	273 07	266 21	6 86	293	1,537	4,573	.....	1,348 86	95 50
Total	112,274 20	103,238 52	9,035 68	80,354	371,439	1,643,618	2,752	516,167 88	119,047 34

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables D to H show the number of Certificates awarded from the commencement of this branch of the Education Department, 1882-98.

TABLE D.—Certificates awarded in Primary Art Course from 1882 to 1898.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teachers' certificates.	Total.
1882.....	28	21	17	12	28	.....	106
1883.....	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885.....	214	529	301	168	198	122	1,532
1886.....	634	672	149	662	414	77	2,608
1887.....	643	1,204	428	444	122	103	2,944
1888.....	805	882	520	403	236	133	2,979
1889.....	1,002	961	394	470	494	187	3,508
1890.....	1,000	1,009	290	811	313	130	3,553
1891.....	1,085	1,569	292	746	422	164	4,278
1892.....	1,361	1,419	569	1,120	720	338	5,527
1893.....	1,769	1,277	439	876	392	220	4,973
1894.....	1,383	719	548	550	562	153	3,915
1895.....	1,813	1,429	658	1,311	991	341	6,543
1896.....	1,195	569	361	1,110	1,121	265	4,621
1897.....	716	500	212	704	516	114	2,762
1898.....	854	311	173	1,224	604	149	3,315
Total	14,739	13,334	5,548	10,796	7,295	2,562	54,274

TABLE E.—Certificates Awarded in Advanced Art Course from 1883 to 1898.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883	5	5	12	18	.....	.....	.....	40
1884	16	5	12	12	.....	.....	.....	45
1885	33	18	35	29	.....	.....	4	119
1886	35	24	19	48	.....	.....	8	129
1887	59	27	28	25	34	.....	14	187
1888	22	17	39	44	20	.....	9	151
1889	65	36	58	24	25	.....	14	222
1890	62	30	76	43	22	.....	15	248
1891	80	52	67	66	38	.....	23	326
1892	24	32	53	72	37	.....	13	231
1893	58	54	73	62	54	.....	13	314
1894	31	44	58	79	68	.....	24	304
1895	56	52	78	58	29	.....	11	284
1896	60	74	103	113	.....	29	17	396
1897	61	47	126	95	.....	41	18	388
1898	67	73	169	187	.....	44	18	558
Total	734	590	1,006	975	327	114	196	3,942

TABLE F.—Certificates Awarded in Industrial Art Course from 1885 to 1898.

Year.	Modelling in clay.	Wood carving.	Wood engraving.	Litho-graphy.	Painting on china.	Total.
1885	14	.....	.....	.....	.....	14
1886	11	7	.....	.....	.....	18
1887	8	2	.....	.....	.....	10
1888	10	3	1	1	9	24
1889	7	1	3	2	6	19
1890	7	4	.....	1	6	18
1891	5	2	1	.....	7	15
1892	2	1	.....	1	3	7
1893	5	2	.....	1	3	11
1894	4	2	.....	2	10	18
1895	5	3	2	6	18	34
1896	3	2	.....	3	30	38
1897	5	3	1	4	17	30
1898	7	5	.....	1	17	30
Total	93	37	8	22	126	286

TABLE G.—Certificates awarded in Mechanical Drawing Course from 1883 to 1898.

Year.	Advanced geometry.	Machine drawing.	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2	.....	3	.....	11
1884	1	1	1	1	.....	1	.....	5
1885	12	32	4	25	.....	12	4	89
1886	14	13	5	28	.....	14	3	77
1887	6	5	12	18	.....	6	2	49
1888	8	7	7	15	.....	11	2	50
1889	13	23	11	20	.....	12	3	82
1890	11	23	5	8	.....	12	2	61
1891	3	31	8	31	.....	28	2	103
1892	17	25	13	38	.....	15	2	110
1893	14	33	10	47	.....	35	10	149
1894	12	17	6	90	.....	9	3	137
1895	5	22	9	31	.....	12	3	82
1896	7	9	5	.....	9	12	3	45
1897	16	13	4	.....	6	15	.....	54
1898	6	19	2	.....	7	8	.....	42
Total	147	276	103	354	22	205	39	1,146

TABLE H.—Certificates awarded for Extra Subjects from 1885 to 1898.

Year.	Drawing from the antique.	Shading from casts.	Architectural designs.	Drawing from life.	Painting from life.	Painting, oil colors.	Painting, water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photogravure.	Repousse work.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Total.
1885	....	..	..	....	..	9	7	..	..	..	..	..	..	..	..	..	..	..	16
1886	....	..	..	....	..	12	7	..	..	..	..	..	..	..	..	..	..	..	19
1887	....	..	..	7	..	32	9	..	..	..	..	..	2	..	..	..	..	..	50
1888	....	..	..	15	12	25	14	13	1	..	2	..	2	..	..	..	..	..	84
1889	....	..	..	12	8	16	21	3	2	..	..	..	..	..	..	..	..	..	62
1890	....	..	..	7	4	28	18	10	4	..	..	..	..	..	..	..	..	..	71
1891	....	..	..	4	5	29	26	3	6	..	..	..	..	..	..	..	..	..	73
1892	....	..	..	2	6	21	16	7	1	..	..	..	..	..	..	..	..	2	55
1893	11	..	2	5	9	35	21	7	4	..	..	..	..	..	..	..	..	..	94
1894	11	..	2	8	6	29	16	5	7	..	..	..	..	10	..	1	..	..	95
1895	26	..	6	14	4	39	24	10	1	..	..	..	..	17	..	5	1	..	147
1896	14	..	..	12	6	34	38	6	1	2	..	1	..	13	1	1	..	..	129
1897	19	11	1	17	6	38	42	7	3	3	..	3	..	22	3	4	..	..	179
1898	22	12	..	12	9	37	28	7	6	6	1	6	..	15	4	6	..	..	171
Total	103	23	11	115	75	384	287	78	36	11	3	10	4	77	8	17	1	2	1,245

(Tables I to M show the number of certificates awarded to Art Schools in 1898.)

TABLE I.—Certificates awarded to Art Schools, 1897-8—Primary Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grants for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.		
									$ c.
ckville	45	13	.....	.....	16	.....	29	.....	29 00
nilton	87	24	5	4	31	21	85	2	72 00
gston	20	1	1	1	10	6	19	1	17 00
don	21	4	3	.....	7	3	17	.....	12 00
wa	25	7	2	.....	6	5	20	.....	17 00
Thomas	20	7	5	10	7	10	39	8	25 00
onto	36	13	.....	4	19	4	40	.....	38 00
Total	254	69	16	19	96	49	249	11	210 00

TABLE J.—Certificates awarded to Art Schools, 1897-8—Advanced Course

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grants for certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.		
									$ c.
ckville	32	1	5	3	14	1	24	1	21 00
milton	85	25	22	21	37	6	111	6	92 00
gston	15	1	.....	3	1	2	7	2	7 00
don	40	4	4	8	15	1	32	.....	27 00
wa	16	4	1	6	6	1	18	.....	15 00
Thomas	24	3	.....	8	14	7	32	.....	25 00
onto	54	5	14	8	18	4	49	.....	40 00
Total	266	43	46	57	105	22	273	9	227 00

TABLE K.—Certificates awarded to Art Schools, 1897-8.—Mechanical Course.

Art Schools.	Number of students for examination.	Number of proficiency certificate .						Number of teachers' certificates.	Grants for certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.		
Brockville	....	.....	.....	.....	.....	.....	.....	.....	.....
Hamilton	16	1	5	1	1	2	10	.....	7 00
Kingston	9	1	2	.....	.....	.....	3	.....	3 00
London	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ottawa	8	.....	3	.....	.....	.....	3	.....	3 00
St. Thomas	15	.....	3	.....	6	3	12	.....	11 00
Toronto	1	.....	.....	.....	.....	1	1	.....	1 00
Total	49	2	13	1	7	6	29	.....	25 00

TABLE L.—Certificates awarded to Art Schools, 1897-8.—Industrial Art Course.

Art Schools.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grants for certificates.
	Modelling in clay.	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total proficiency certificates.		
Brockville	.....	1	.....	.....	.....	1	.....	1 00
Hamilton	3	.....	.....	.....	.....	3	.....	3 00
Kingston	.....	2	.....	.....	.....	2	.....	2 00
London	2	.....	.....	.....	.....	2	.....	1 00
Ottawa	.....	.....	.....	.....	.....	.....	.....	.....
St. Thomas	1	2	.....	.....	.....	3	.....	2 00
Toronto	1	.....	.....	1	.....	2	.....	2 00
Total	7	5	.....	1	.....	13	.....	11 00

No. 3.—EXHIBITS FROM BROCKVILLE AND ST. THOMAS ART SCHOOLS, LORETTO ABBEY, TORONTO, AND ALMA COLLEGE, ST. THOMAS.

No. 4.—EXHIBITS FROM LORETTO ABBEY, TORONTO; ALBERT COLLEGE, BELLEVILLE, AND ART SCHOOL, LONDON.

TABLE M.—Certificates awarded to Art Schools, 1897-8.—Extra subjects.

Art Schools.	Number of students for examination.	Number of certificates taken.														Total.
		Painting from life.	Painting oil colors.	Painting water colors.	Monochrome.	Sepia.	Pastel.	Drawing from life.	Pen and ink sketches.	Shading from antique.	Shading from casts.	Industrial design.	Machine drawing.	Photogravure.	Sculpture in marble.	
Brockville ...	16	....	3	1	....	1	1	1	1	....	....	....	....	....	....	8
Hamilton	31	....	1	5	....	4	....	....	1	10	10	7	....	3	....	41
Kingston	4	....	....	....	....	....	....	....	....	1	....	....	....	....	....	1
London	18	....	5	1	2	....	....	1	2	3	....	....	....	....	1	14
Ottawa	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
St. Thomas ..	14	....	....	....	....	....	....	....	....	....	....	....	6	....	....	6
Toronto.....	49	9	3	4	3	2	....	10	....	10	1	7	....	3	....	52
Total	132	9	12	11	5	7	1	12	4	23	11	14	6	6	1	122

(Tables N to P show the number of certificates awarded to Public Libraries in 1898.)

TABLE N.—Certificates awarded to Public Libraries 1897 8.—Primary course.

Public Libraries.	Number of students for examination.	Number of proficiency certificates taken.						Grants for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Galt	15	.....	2	1	.....	.....	3	$ 3 00
Peterboro'	1	.....	1	1	1	1	4	.....
Total	16	.....	3	2	1	1	7	3 00

TABLE O.—Certificates awarded to Public Libraries 1897-8.—Mechanical course.

Public Libraries.	Number of students for examination.	Number of proficiency certificates taken.						Grants for certificates.
		Advanced Geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.	
								$
Galt	7	1					1	1 00
Peterboro'	19		5			1	6	6 00
Total	26	1	5			1	7	7 00

TABLE P.—Certificates awarded to Public Libraries 1897-8.—Industrial Art course.

Walkerton P. L.—9 certificates.—China painting.

(Tables Q. to V. show the number of Certificates awarded to Public and High Schools, Ladies' Colleges, etc., in 1898.)

TABLE Q.—Certificates awarded to Public and High Schools, Ladies' Colleges, etc., 1897-8.—Primary Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
thens High School	73	28	4	.....	45	13	90	2
arrie Coll. Inst.	1	.....	1	1	1	1	4	.....
elleville, Albert College	20	9	.....	.....	16	4	29	.....
do High School	80	5	1	.....	29	18	53	.....
do Loretto Academy	28	8	14	8	18	5	53	7
rockville Coll. Inst	32	26	.....	.....	26	10	62	.....
eseronto High School	32	22	4	3	23	11	63	1
undas do	42	15	...	.....	35	12	62	.....
ananoque do	32	7	1	.....	18	9	35	.....
amilton Coll. Inst.	113	56	3	1	75	40	175	.....
do Loretto Academy	20	2	1	2	6	3	14	.....
do Model School	19	15	14	16	16	14	75	12
do Queen Victoria P.S.	40	28	21	16	31	16	112	12
do Ryerson School	34	19	17	13	20	9	78	9
emptville High School	38	16	10	1	23	8	58	.....
ondon Coll. Inst.	66	21	.....	.....	42	16	79	.....
arkham High School	115	38	23	3	65	30	159	15
eaford do	31	13	4	.....	22	8	47	.....
orrisburg Collegiate Institute	102	27	7	6	39	16	95	3
do Public School	13	6	.....	.....	7	1	14	.....
iagara Falls Loretto Academy	39	7	2	2	6	1	18	3
rangeville High School	41	11	2	.....	14	8	35	1
shawa do	77	24	2	2	47	21	96	2
wen Sound Coll. Inst.	108	47	23	17	61	42	190	8
arkhill High School	15	.....	.....	.....	6	1	7	.....
icton do	79	36	4	11	55	15	121	2
ort Perry do	1	.....	.....	.....	.....	1	1	1
tratford Loretto Convent	3	1	1	.....	2	.....	4	.....
treetsville High School	28	16	8	1	20	8	53	.....
t. Thomas Alma College	32	18	7	10	5	7	47	4
oronto Dewson St. P.S.	12	4	3	.....	4	1	12	.....
do Harbord St. Coll. Inst.	122	62	10	4	78	33	187	6
do Jameson Ave. Coll. Inst.	19	7	3	.....	12	5	27	.....
do Loretto Abbey	78	18	2	3	37	35	95	5
do do Academy	17	6	.....	.....	10	8	24	.....
do do High School	33	10	20	9	17	5	61	4
do Parkdale P.S.	7	4	.....	.....	4	2	10	.....
do St. Joseph's Convent	91	28	1	2	26	11	68	4
xbridge High School	20	.....	6	.....	15	13	34	.....
allaceburg P.S	63	14	8	5	22	14	63	4
atford P.S.	1	.....	.....	.....	.....	.....	.....	.....
hitby Coll. Inst.	68	24	25	12	33	8	102	1
do Ladies' College	3	2	.....	1	2	1	6	.....
indsor Coll. Inst.	121	50	37	1	60	46	194	1
oodstock do	60	35	3	2	34	24	98	1
Total	2,069	785	292	152	1,127	554	2,910	108

TABLE R.—Certificates awarded to High Schools, Ladies' Colleges, etc, 1897-8.—Advanced Course.

Name.	Number of students for examinations.	Number of proficiency certificates taken.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial designs.	Total proficiency certificates.	
Belleville, Albert College	4	.....	.....	2	2	.....	4	.....
do High School	35	.....	.....	30	2	.....	32	.....
do Loretto Academy	23	1	4	12	11	2	30	3
Hamilton do	19	4	2	5	5	2	18	.....
Markham High School	2	.....	.....	.....	.....	.....	.....	.....
Morrisburg Coll. Inst	1	.....	.....	.....	1	.....	1	.....
Niagara Falls Loretto Academy	14	4	1	7	8	2	22	1
St. Thomas Alma College	11	5	5	6	7	4	27	1
Toronto Loretto Abbey	61	7	10	26	18	6	67	3
do do Academy	10	.....	.....	7	8	.....	15	.....
do do High School	26	2	.....	12	11	.....	25	.....
Whitby Coll. Inst.	6	.....	1	1	3	2	7	.....
do Ladies' College	4	1	3	2	4	2	12	1
Windsor Coll. Inst.	2	.....	1	2	2	2	7	.....
Total	218	24	27	112	82	22	267	9

TABLE S.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1897-8.—Advanced Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Teachers' certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced prospective.	Total proficiency certificates.	
Barrie Collegiate Institute	1	1	.....	.....	.....	1	2	.....
Belleville Albert College	2	1	.....	.....	.....	.....	1	.....
Markham High School	2	.....	.....	.....	.....	.....	.....	.....
Morrisburg Collegiate Institute	1	.....	.....	.....	.....	.....	.....	.....
Owen Sound Collegiate Institute	1	.....	.....	.....	.....	.....	.....	.....
Picton High School	1	.....	.....	.....	.....	.....	.....	.....
Watford Public School	1	.....	.....	.....	.....	.....	.....	.....
Whitby Collegiate Institute	3	1	.....	.....	.....	.....	1	.....
Windsor Collegiate Institute	1	.....	1	1	.....	.....	2	.....
Total	13	3	1	1	.....	1	6	.....

TABLE T.—Certificates awarded to Ladies' Colleges, 1897-8.—Industrial Art Course.

Name.	China painting.	Total.
ronto Loretto Abbey	7	7
ronto St. Joseph's Convent	1	1
	8	8

TABLE U.—Certificates awarded to Ladies' Colleges in 1897-8.—Extra subjects.

Name.	Number of students for examination.	Number of certificates taken.					Total.
		Painting oil colors.	Painting water colors.	Monochrome.	Pastel.	Industrial designs.	
lleville Albert College	11	6	6	.....	.....	1	13
agara Falls Loretto Academy	13	7	2	1	3	.....	13
Thomas Alma College	13	9	8	.....	2	.....	19
ronto Loretto Abbey	11	1	1	.....	.....	.....	2
itby Ladies' College	2	2	.....	.....	.....	.....	2
Total	50	25	17	1	5	1	49

TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced courses were awarded in 1898.

I.—Teachers' Full Certificates, Primary Course.

Name.	Address.	Name.	Address.
Males.		*Males.*	
Anderson, Britton	Owen Sound	Maus, Charles	Woodstock.
Atkins, Ernest	"	Miller, Robert J.	St. Thomas.
		Moyer, Emerson	Markham.
Batzold, Chas.	St. Thomas.	Mundy, Oswald	Hamilton.
Bell, Thomas	Orangeville.		
Bell, William	Morrisburg.	McDonald, Wilbert	Orangeville.
Bird, Charles	Hamilton.	McLachlan, John P.	Toronto.
Bishop, Worth	Owen Sound.	McLenhan, George	Owen Sound.
Bryce, George P.	Toronto.		
Burk, Richard	Owen Sound.	Nighswander, Dryden	Markham.
Butt, Ethelbert	Wallaceburg.		
		Ross, Wm. A.	Owen Sound.
Call, Arthur	Picton.	Ryan, John	Deseronto.
Cass, William	Morrisburg.		
Charlton, Austin	Aylmer.	Sharon, Maurice	St. Thomas.
Chene, George	Windsor.	Sloane, John C.	Orangeville
Coleman, Wm.	Hamilton.	Speers, Alex.	Owen Sound.
Combes, Arthur	"	Srigley, E. C.	Woodstock.
Combes, George	"	Stephenson, Roy	Whitby.
Crocker, Stanley	St. Thomas.		
		Taylor, Andrew	Hamilton.
Dawes, Frank	Woodstock.		
Disher, Harry	Hamilton.	Underhill, Jas. A.	Port Perry.
Elms, Fred	Hamilton.	Wegg, Arthur	St. Thomas.
Elliott, Nelson W.	Oshawa.	Weir, John M.	Toronto.
		Wright, Burt	Picton.
Ferguson, Fred	St. Thomas.		
Forman, Arthur	Hamilton.	*Females.*	
Gould, A.	St. Thomas.	Adams, V.	Belleville.
Green, Walter	Markham.	Allan, Nellie	Hamilton.
Harrie, Frank	Markham.	Barker, Christine	Picton.
Hazell, Frank	Hamilton.	Bigg, Gertrude	"
Hedley, Thos.	"	Birdsall, Lena	Hamilton.
		Blakeley, Helen	Picton.
Idsdardi Harold	St. Thomas.	Bradshaw, Myra	Hamilton.
		Brown, Laura	Owen Sound.
Jenkins Robert	Hamilton.	Brown, Mrs. C. C.	St. Thomas.
Johnson, Andrew	"	Burke, Eva	Hamilton.
Jones, Sidney Talmage	Winnipeg, Man.	Burke, Lottie	Markham.
Kennedy, Wm.	Markham.	Caughill, Edith M.	St. Thomas.
Kirby, Luther H.	Oshawa.	Clark, Martha	Markham.
		Coleman, Kate	Hamilton.
Lawless, Garnet	Morrisburg.	Conlin, Kate	Toronto.

TEACHERS' FULL CERTIFICATES.

Name.	Address.	Name.	Address.
Females.		*Females.*	
Copeland, Agnes	Belleville.	Miller, Theresa	St. Thomas.
Costello, Gertrude	Toronto.	Milne, Annie	Markham.
Creen, Nellie	Hamilton.	Mitchell, Bessie	"
		Moore, Gertie	"
Dalton, Lizzie	Toronto.	Morgan, Serina	Toronto.
Davidson, Ella	Oshawa.	Moriarty, M	"
Dillon, G.	Toronto.	Murphy, May	Belleville.
Downs, Sadie	Belleville.		
Dudgeon, Minnie	Owen Sound.	McCallum, Lillian	Belleville.
Dulan, Mary	Toronto.	McClellan, Cassie J	Owen Sound.
Duncan, Annie	Hamilton.	McCreary, Minnie	Wallaceburg.
Dunn, Alice	Picton.	McIlroy, Ethel	Hamilton.
		McKenna, Myrtle	Picton.
Eckardt, Ella	Markham.	McMillan, Isabel	Hamilton.
Evarista, Sister M.	Toronto.	McNiven, Annie	Toronto.
Farrelly, L.	Toronto.	O'Flaherty, B	Toronto.
Garland, M.	Toronto.	Perry, Gertrude	Toronto.
Geary, Lulu	"	Pierce, M	"
Gibson, Lennie	Belleville.	Plewes, Mrs. M. C	Wallaceburg
Glass, Ella	Toronto.	Pottruff, Violet	Hamilton.
Goodspeed, E.	Niagara Falls.		
Gordon, Rose	Picton.	Reesor, Lillian M	Markham.
Gregg, L. G.	St. Thomas.	Rioch, Grace	Hamilton.
		Roach, Winnifred	"
Hanley, Agnes	Belleville.	Robinson, Kathleen	Toronto.
Hawke, B	Niagara Falls.	Rodenhurst, Florence	St. Thomas.
Hishon, Agnes	Toronto.	Rush, Teresa	Toronto.
Hunter, Maude	Picton.		
Hutchinson, Maude	Toronto.	Sanford, Effie	Belleville.
		Selby, Lillie	Markham.
Kapelle, May	Hamilton.	Shepard, Estella	Hamilton.
Kehoe, Elizabeth	"	Slater, Stella	"
Kerns, Myrtle	"	Spencer, Florence	"
Kincaid, Lillie	Athens.	Stevens, Lillie	Athens.
Kirkpatrick, Annie	Hamilton.	Swanson, Christina	Oshawa.
		Sweeney, M	Toronto.
Lavrock, Mary	Hamilton.		
Lawlor, A	Niagara Falls.	Taylor, Bessie	Wallaceburg.
		Taylor, Mabel	Hamilton.
Mackie, Emma L	Oshawa.	Thomas, M. Gertrude	Oshawa.
Marsh, Carrie	Picton.		
Marshall, May	Hamilton.	Wilson, Jane	Belleville.
Miller, Edith	St. Thomas.	Winters, M	Toronto.
Miller, Jennie	Markham.	Wormwith, May	Kingston.
Miller, Mary	"		

TEACHERS' FULL CERTIFICATES. ADVANCED COURSE.

Alexander, Kathleen	Hamilton.
Beard, Caroline	Kingston.
Breen, A	Toronto.
Bryne, M	"
Copeland, Agnes	Belleville.
Counsell, Emma	Hamilton.
Davis, Violet Gertrude	"
Dillon, Elizabeth	Belleville
Evans, W	Toronto.
Greer, Stewart W	Hamilton.
Kendall, Ernest W	Brockville.
McDonald, H. Maud	St. Thomas.
McNulty, J	Niagara Falls.
McQueston, Ruby	Hamilton.
Pepper, Bessie	Whitby.
Shaw, Jessie B	Hamilton.
Stewart, Georgie	Belleville.
Wormwith, May	Kingston.

GOLD, SILVER AND BRONZE MEDALS AWARDED IN 1898.

The following medals and special certificates were awarded for the year ending 30th April, 1898.

Gold Medal.

Presented by the Minister of Education for Advanced Course:—Original industrial designs and drawing from the antique, John C. Hobson, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original industrial designs. E Dewar, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction or architecture, James Frid, Hamilton Art School.

Bronze Medals.

For the best painting from life, Ethel Miller, Toronto Art School.

For the best drawing from life, N. McKechnie, Toronto Art School.

For the best specimen of china painting, Miss L. Farr, Toronto, St. Joseph's Convent.

For the best specimen of wood-carving, Frank Rowland, St. Thomas Art School.

For the best specimen of lithography, George Birrell, Toronto Art School.

For the best specimen of sculpture in marble, Edmond Nobbs, London Art School.

For the best specimen of modelling in clay, Lilly Grimshaw, London Art School.

For the highest number of marks in Primary Drawing Course, (Art Schools and Ladies' Colleges), M. Sweeney, Loretto Abbey, Toronto.

For the highest number of marks in Primary Drawing Course, (Normal and Model *Schools), Estelle* Shepherd, Hamilton Model School.

For the highest number of marks in Primary Drawing Course, (High Schools and llegiate Institutes), Roy Stephenson, Whitby Collegiate Institute,

For the highest number of marks in Primary Drawing Course, (Public Schools), wald Mundy, Hamilton Queen Victoria School.

EXAMINATION PAPERS.

The total number of examination papers sent out this year was as follows:

Primary Course.

Freehand	1,980	
Geometry	1,229	
Perspective	1,114	
Model drawing	1 996	
Blackboard drawing	1,985	
		8,304

Advanced Course.

Shading, flat	216	
Outline, round	199	
Shading, round	327	
Flower drawing	303	
Industrial design	165	
Competition for gold medal	3	
		1,213

Mechanical Course.

Advanced Geometry	47	
Machine Drawing	57	
Building construction	34	
Architectural design	25	
Advanced perspective	55	
		218
Total		9,735

ART SCHOOLS REPORTS FOR 1897-8.

1. *The Report of the Brockville Art School for the year ending 30th of April, 1898,* ows that fifty-three students attended the regular course of study during the session. he results of examination show a general improvement in the work in the higher anches. The number of certificates for extra subjects, including painting, wood carving, c., exceeds that of any other term. Wood carving promises to become a popular and ofitable branch of art education.

The advantages to be gained by holding departmental certificates in drawing, etc., ave been pointed out to the students. That these certificates are of much value is made anifest by the application of Mr. Storey, a former pupil, for duplicate certificates to place the originals, which were destroyed by fire. After leaving Brockville Mr. Storey cured a position on one of the largest daily newspapers in Chicago, and has recently en sent by the proprietors to Central America to contribute illustrated letters on that untry. He has on many occasions in his letters to us testified to the value of the rtificates.

Several former pupils of this school are filling good positions, and testify that the training received was of a nature adapted to their needs.

The day classes for drawing, painting from nature, etc., were quite popular, and attended by very earnest workers.

The evening class instruction included the different courses presented by the Education Department. The school was open 73 evenings.

The receipts, including $450 Government grant, were $537.99; expenditure $476.11; balance on hand $61.88.

2. *The Report of the Hamilton Art School for the year ending 30th of April, 1898*, shows 155 students enrolled (91 males and 64 females), some of whom attended more than one class. The total number of attendances registered is 6,642.

Not only has instruction been given to all grades of Hamilton citizens, but students have attended from the surrounding districts, and one student came from Winnipeg to attend this school. The general improvement of trade has had the effect of slightly increasing the evening class attendance. The equipment of the school has been added to as required.

During the visit of the British Association to Canada, Mr. Sparkes, Principal of the Normal College of Art, South Kensington, came to Hamilton and gave a most interesting address to the students and patrons of the school.

The receipts, including $561 Government grant, were $2,418.72; expenditure $2,402.48; balance on hand $16.24.

3. *The Report of the Kingston Art School for the year ending 30th of April, 1898*, shows that 31 students attended the day classes, and 20 the evening classes, the following trades and professions being represented: architects' assistants, blacksmiths, carpenters, machinists, turners, varnishers, etc., and all expressed satisfaction at their progress.

The subjects taught embraced the primary, advanced, and mechanical courses; china painting, wood-carving, and modelling in clay in the industrial course; painting in pastel, water colors, etc.

The attendance was about the average, and the interest maintained to the end of the session.

The receipts, including $445 Government grant, were $565.30; expenditure $565.30.

4. *The Report of the London Art School for the year ending 30th of April, 1898*, shows that 49 students attended the classes, and made very great progress during the session, their work being of a very superior quality, as shown by the various kinds of art school work our students exhibited at the Provincial Art Exhibition in Ottawa this year.

It is now twenty years since the London Art School was established, and it is satisfactory to know that a great number of our students, by becoming proficient in the studies required in their respective occupations, have made good positions for themselves in the various trades and professions, including architects, carpenters, cabinet-makers, decorative china painters, designers, engravers, lithographers, marble masons, painters, stair builders, etc.

The receipts, including $423 Government grant, were $519.93; expenditure $516.89; balance on hand $3.04.

5. *The Report of the Ottawa Art School for the year ending 30th of April, 1898*, shows that students, representing the following trades and professions, attended the classes during the session, viz, architects, clerks, designers, engravers, machinists, photographers, teachers, and students.

We regret to announce that Mr. J. H. Griffiths, who was the Principal of the London Art School from its commencement, and the pioneer teacher of china painting in Canada, died at his residence on the 30th of October, 1898.

The receipts, including $435 Government grant, were $1,301.40; expenditure 1,641.94.

6. *The Report of the St. Thomas Art School for the year ending 30th of April, 898*, shows that 52 students, representing the following trades and professions, tended during the past session, viz, clerks, carpenters, chemists and druggists, gineers, gardeners, machinists, millers, painters, teachers, students, etc.

The awards at the last departmental examination and the work of the students sent the Ottawa Exhibition shows that a very great improvement has been made in this hool during the past session, enabling it to successfully compete with the older and rger art schools of the province.

This school is incorporated with the St. Thomas Free Library, which contributes to s maintenance, the receipts and expenditure are included in the Annual Report of the . Thomas Free Library.

7. *The Report of the Toronto Art School for the year ending 30th April, 1898*, shows at 63 students (15 male and 48 females) attended the day classes, and 95 students, (75 ale and 20 females) attended the evening classes.

The sessional work presented by students for examination at the Education Depart- ent at the spring examination of 1897, was again successful in obtaining a large share medals and certificates. The gold medal for the advanced course being again awarded a student of this school.

The interest in the life classes continue to increase. Classes in painting on Saturday ternoons have been conducted for those who cannot attend during the usual business urs. These classes are well attended by young men engaged in lithographers' tablishments; also by school teachers.

A friend having donated $50 for prizes to the students of this school, it was vided into two prizes—$10 and $5—for painting from life; two prizes—$10 and $5— r drawing from life; and three prizes—$10, $6, and $4—for the best specimen of signs suitable for industrial purposes. Through the kindness of the Minister of ducation the awards were made by the examiners appointed by the Council of ducation.

A special exhibit of the students' sessional work was held this year.

The receipts, including $493 Government grant, were $2,562.67; expenditure 2,537.08; balance on hand $25.59.

Provincial Art Schools Exhibition.—At the request of Her Excellency the Countess f Aberdeen and the representatives of the National Council of Women of Canada, he Minister of Education gave directions that the annual exhibition of industrial rt be held in Ottawa this year.

Dr. S. P. May was appointed to superintend the exhibition, and it was opened the public by His Excellency the Governor General on the 18th May, 1898.

The exhibition consisted of specimens of the sessional work in the subjects ndermentioned which were received at the Education Department in competition for edals and certificates awarded at the annual departmental examinations:

1. *Brockville Art School.* Paintings in oil and water colors, monochromes, sepias and astel drawings from life, pen and ink sketches, industrial designs and wood carving.

2. *Hamilton Art School.* Paintings in oil and water colors, monochromes and sepias dustrial designs, architectural designs, lithography, and modelling in clay.

3. *Kingston Art School.* Paintings in oil and water colors, shading from casts utlines from the round, industrial designs, architectural designs, and wood carving.

4. *London Art School.* Paintings in oil and water colors, monochromes and sepias, n and ink sketches, shading from casts, industrial designs, sculpture in marble, and odelling in clay.

5. *St. Thomas Art School.* Painting in oil and water colors and pastels, industrial designs, and wood carving.

6. *Toronto Art School.* Paintings from life, oil and water colors, monochromes, sepias, pastels, drawings from life, pen and ink sketches, shading from casts, industrial designs, lithography, photogravures and pencil sketches, modelling in clay and china painting.

Ottawa Art School did not compete against the other Provincial Art Schools for medals and certificates in the higher branches of art and design.

Specimens of work were also sent from the following Ladies' Colleges etc. :

7. *Belleville Albert College.* Paintings in oil and water colors, pen and ink sketches and industrial designs.

8. *Niagara Falls Loretto Academy* made a joint exhibit with Loretto Abbey, Toronto. Painting in oil and water colors, monochromes, sepias and pastels, shading from the antique, pen and ink sketches, industrial designs and china painting.

9. *Toronto Loretto Abbey.* Paintings in oil and water colors, shading from antique, shading from casts, industrial designs and china painting.

Extract from the Toronto *Globe*, 11th June, 1898 :

COMPLIMENT TO TORONTO.

In connection with the illustrations that appear in to-day's supplement of the exhibits of Provincial art schools an interesting fact should be mentioned that is omitted in the article accompanying the illustrations. The Countess of Aberdeen, it is understood, was so much pleased with the excellence of the exhibit of china painting from Loretto Abbey, Toronto, that a special gold medal will be presented to the ladies of Loretto as a recognition of their magnificent exhibition at the industrial art exhibition at Ottawa in May last.

10. *St. Thomas Alma College.* Paintings in oil and water colors and pastel, shading from the antique and industrial designs.

11. *Whitby Ontario Ladies' College.* Oil and water color paintings.

The exhibition was a great success and was much admired by the visitors from the United States and the different provinces of Canada who all expressed themselves as being delighted with the great progress Ontario had made in industrial art.

In connection with the exhibition a public address was given by Dr. S. P. May, Superintendent of Art Schools, on the History of Industrial Art Education in Ontario since 1850. The following is an extract from the Toronto *Globe*, 11th June, 1898 :

"PROVINCIAL EXHIBITION OF INDUSTRIAL ART.

ADDRESS BY DR. S. P MAY, C. L H., SUPERINTENDENT OF ART SCHOOLS, ON THE PROGRESS OF ART EDUCATION IN THIS PROVINCE.

In this issue of The *Globe* are published some illustrations of the Provincial exhibition of industrial art, and an address by Dr. S. P. May, C. L. H., Superintendent of Art Schools, given by permission of the Minister of Education, in connection with the meeting of the National Council of Women of Canada in the Normal School at Ottawa, on the 18th of May, 1898.

After some complimentary remarks on the address given by the preceding speaker, Mrs. Dunlop Hopkins, foundress of the New York School of Applied Design for Women, the doctor said:—On the special invitation of Her Excellency the Countess of Aberdeen, and by permission of the Minister of Education, I am present to give a short historic sketch of the progress of industrial art education in this Province, also to superintend an exhibition of industrial and decorative art work from some of our art schools and ladies'

olleges, especially for the purpose of showing the National Council of Women and their riends the great advancement made in this direction during the past few years by the romen of this Province.

The first provision made by the Government of this Province for the encouragement f industrial art education was in 1850. When the grant for the erection of the Toronto lormal School was voted, one of the conditions was that the building should contain ooms for a school of art and design.

The rooms were provided, but the school was never established. The late Rev. Dr. tyerson, the venerable founder of the Public School system of Ontario, having ascertained hat the schools of design in England at that period were not successful, as proved by he exhibition of 1851 (which I will refer to later on), with the consent of the Govern- ient, applied the funds voted for art education to the establishment of a museum, con- aining copies of the old masters, also plaster casts of ancient and modern statuary, and xamples of industrial art from South Kensington. The museum was opened in 1856, and or several years was well patronized by students, some of whom are now our most promi- ent artists. In the same year, 1856, drawing was placed on the teacher's programme or Public Schools, but it was not made compulsory, and within the next twenty years ery little progress had been made in drawing in our schools.

In 1876 the late Hon. Adam Crooks, the first Minister of Education, directed me to sue a circular to the teachers in this Province, requesting them to send specimens of rawing to be exhibited at the Centennial Exhibition in Philadelphia. In response to his circular a considerable number of so-called drawings were received, but what many f them were intended to represent no man could tell. The result was that I had only bout two or three hundred drawings from our Public Schools on exhibition, although we ad at that time 475,000 pupils.

This was an eventful year in regard to the art education of this Province, for, although ur educational exhibit was universally acknowledged to be superior to that of any other ountry, in drawing we were simply nowhere. The Minister at once saw the necessity of aking drawing a more important part of our educational system. The Ontario School of rt in Toronto had just been established, and a Legislative grant of $5000 was given them assist in developing industrial art. At first their progress in decorative art was very ow, but within the past five years they have been very successful; some of their students e now either proprietors or workmen in several of our leading manufactories in Toronto, cluding lithography, engraving and decorative glass work. They have built up new dustries and proved that in these branches of industrial art they can successfully com- te against the skilled workmen of other countries.

I am pleased to state that Major Ellis, the Vice President of the Toronto Art School, present. I may also inform you that in the manufacture of jewellery a new industry women has recently been introduced in Toronto. I refer to enamelling on metal. At request Major Ellis has brought some specimens of this work, which you can examine the close of this meeting. Over forty women and girls are employed in the Ellis wellery Manufactory in Toronto.

In 1878 the London School of Art and Design was established. This school was lso assisted by a Legislative grant. It is gratifying to state that many of the leading en and largest employers of skilled labor in London at the present day were pupils at e Art School.

I have still something very pleasant to say in reference to china painting. The ies of Loretto Abbey, Toronto, wishing to show their sympathy with your association, ve deputed two of the leading members of their community to visit Ottawa to arrange e splendid exhibit of china painting which you will have an opportunity of seeing at the hibition after the close of this meeting. I may remark that the pupils of Loretto Abbey ve taken the Provincial medals for china painting for three years in succession.

The teaching of china painting was first introduced in this Province by Mr John H. iffiths, who is still President of the London Art School. Mr. Griffiths, who is also

present on this occasion, had been a decorative painter and designer in some of the largest china manufactories in England. His tuition was so successful that it developed a new trade in London, and for several years past a considerable number of women and girls have earned a living in that city by painting china for the trade.

This same year, 1878, evening classes in modelling, design and drawing were conducted at the French-Canadian Institute in Ottawa, and subsequently similar classes were established by the directors of the Literary and Scientific Society of this city.

In 1882 the Ontario Art School was removed to the Education Department, under the direction of the Ontario Society of Artists and myself as representative of the Education Department. I was appointed superintendent; and directed by the Minister to visit the art schools in the United States. In my report I referred to the work done in art schools to aid in the employment of women. I made particular reference to the Philadelphia School of Design for women, which was established in 1847 by Mrs. Peters, wife of the British Consul at Philadelphia; and to the Cooper Institute in New York, founded by the late Mr. Peter Cooper in 1857. I had the honor of meeting Mr. Cooper, who was very proud of the Woman's Art School. He had just given an extra endowment of $150,000, with a proviso that instruction should be given to women in art and design. I also referred to the Decorative Art Society of Buffalo, established by the ladies of Buffalo in 1879.

In order to show you how much I was impressed with the importance of industrial art education for women, I will quote the concluding sentence in my report, which you will find in the annual report of the Minister of Education for 1882. I said in reference to teaching industrial art: "I consider that this will afford honorable and useful employment to women, and that many will avail themselves of these advantages, and probably those to whom self-support may be necessary," and I can truly say that my experience since 1882 shows that I was correct in my statement, and I could, if time permitted, give you numerous instances where cultivated women in reduced circumstances have been enabled to support their families by applying the knowledge of industrial art which they obtained in art schools.

I may remark that considerable progress in art education was made in this Province during the administration of the Hon. Adam Crooks as Minister of Education.

In 1883 the Hon. Dr. Ross was appointed Minister of Education. As most of you know, Dr. Ross is a practical man: he has been a school teacher, inspector, and member of the Educational Council, and is a keen observer and politician, well knowing the wants of this country.

In the first place, he made drawing compulsory in our schools. The result is that we now have 447,000 pupils studying drawing in Public Schools, 36,000 in Separate Schools, and 12,000 in High Schools of Ontario. In addition to the 495,000 pupils I have just referred to, drawing is taught in nearly all our colleges, ladies' schools and private schools.

In order to provide qualified teachers of drawing, the Minister established summer classes for teachers and school inspectors. He then introduced special sets of drawing-books for the Public and High Schools, specimens of which can be seen at our exhibition downstairs.

Encouragement was given to establish art schools, and for the study of industrial art in colleges and other institutions. For the past few years seven Provincial art schools and about sixty other institutions, including colleges, ladies' schools, convents and private schools, have annually sent their work to the Education Department for examination.

The Minister also gave medals for various subjects in industrial art.

To the lovers of higher art I may say that the Minister made an arrangement last year with the Ontario Society of Artists to establish a permanent art gallery in the Educational Museum.

To give you some idea of the magnitude of our art school examinations, I may tell u that for several years we have issued on the average 4,500 certificates per annum, d medals are awarded for industrial designs, modelling in clay, china painting, engraving d lithography, oil and water color painting, and kindred subjects.

In reference to the excellence of the art work done by the women and girls of this ovince, I may mention that during the past thirteen years the Minister of Education has esented gold medals annually for the advanced course in drawing. This is the highest ovincial award for drawing. Ten out of the thirteen medals were awarded to women. it of the thirteen medals awarded for the primary course, ten were taken by women d girls. Out of fifteen silver medals for industrial drawing, presented by the Minister Education, ten were taken by women. Out of twenty-eight silver medals presented by anufacturers, on special occasions, twenty were taken by women and girls in our schools. ainting from life, out of ten medals presented, seven were awarded to women.

Now, in regard to certificates, since 1885 2,500 teachers' certificates have been arded in the primary course. Over 1,000 were taken by women.

Since 1885 178 teachers' certificates have been awarded in the advanced course. One ndred and thirty-six have been taken by women.

Out of 1,330 certificates in the industrial art course 938 have been taken by men.

I will now refer to the commercial value of our present system of art education. ere is no trade nor profession in which drawing is not useful. To mechanics of all ades it is valuable; it not only makes them more skilled and artistic workmen, but it ables them to economize material. At a meeting of manufacturers held in the United ates recently, it was stated that if every person employed in a manufactory understood awing it would save one third of the labour. As to the value of industrial design, in ich the ladies of this Province have shown their excellence, I may simply say that ery article manufactured has three factors: (1) The raw material: (2) the labour; d (3) the artistic design. Now, every lady present knows that the price of an article of w design is frequently quadrupled. You can buy what is called an old-fashioned ticle for a much lower price than you will have to pay for the modern, although these ay be both of the same intrinsic value.

We all acknowledge England to be the workshop of the world, but what would have en her position to-day had it not been for her Art Schools and Public Schools. At the st universal exhibition in 1851, British manufacturers found that their goods were t equal to those of other countries, neither in style nor finish. It was then France enged the battle of Waterloo by turning the sword into a pencil, and came out victorious. rtunately, the British people do not sit down and close their eyes and crow when ey are badly beaten, but with sturdy perseverance determine to conquer, or to die. ey immediately established schools at South Kensington and introduced the teaching industrial drawing in every school receiving Government aid. At the exhibition in 62, England had made so much progress in the artistic style and finish of her manu- ctures that the Prefect de la Seine sent a commissioner to England to ascertain how it as that British manufacturers had made such an advance in this direction, and the sult was that France established similar methods for teaching industrial drawing at South Kensington, and the same as is now taught in the art schools of this rovince.

A few years ago a Royal Commission was appointed to visit manufacturing cities d towns in Europe, Canada, and the United States, to ascertain whether the large sums money expended for teaching industrial art should be continued The huge report ay be summed up in a single sentence: If England discontinued her schools of art and actical science, that country would soon lose its prestige as a manufacturing nation. here is no other country in the world that has reaped such advantages from dustrial art. By its means she has spread her domains until the Union Jack follows e sun around the globe, and her commerce and manufactures are carried even beyond r conquests and colonial possessions.

We need not go so far as England, however, to learn the value of industrial art education. A few years ago the State of Massachusetts passed an act compelling the establishment of Industrial Schools in every town of 10,000 population, and also to provide free evening drawing classes. What has been the result? Although that State is almost as barren of natural products as the coast of Labrador, and has to depend chiefly upon sister States and other countries for food products, and materials to be used in manufactories, it is the most successful manufacturing State in proportion to area in the new or old world.

I will now refer to the increase of manufacturing establishments in our Province, which I claim have been increased by the aid of our industrial art education. I may mention that at the present time the art school students of this Province represent no less than 61 different trades. As shown by our last census, within a decade the manufacturing establishments of Ontario have increased 43 per cent, the number of employees 53 per cent., wages 88 per cent., capital invested 249 per cent. I have no doubt you will be surprised when I tell you that in 1891 (the last census) Ontario had 32,037 manufacturing establishments, whilst Quebec, New Brunswick, Prince Edward Island, Manitoba, and British Columbia combined had only 32,946. Ontario employed 166,716 persons: the other provinces mentioned only 167 434. Ontario paid $49,733,359 wages, whilst the provinces mentioned only paid as wages $43,264,527.

The working capital in Ontario was $94 420,789, whilst all the other provinces and territories in the Dominion had only $87,029,347 invested in their manufactories.

The output of the manufactories in Ontario was $239,781,926, against $236,416,960 by all the other provinces and territories in the Dominion.

The total number of persons employed in the manufacturing establishments in the Dominion in 1891 was 370,256—292,900 men and boys, and 77,356 women and girls.

Now a few words in reference to the Art Exhibition: the Countess of Aberdeen having informed me that Mrs. Dunlop Hopkins intended bringing specimens of industrial designs from New York, I thought this a good opportunity, as our annual examinations were then taking place, to show the work of our students, and with the consent of the Minister of Education I have fitted up two of the large lecture rooms on the ground floor of this building as art galleries, in which you will find specimens from some of our art schools and ladies' colleges in industrial design, machine and architectural drawing, painting on china, modelling in clay, marble sculpture, wood carving, lithography, photogravures, pen and ink sketches, drawings from life, oil and water colour paintings, and kindred subjects. Now, I wish you to understand that this is not a selected exhibit. It is a representative exhibit of the work done in this Province during the past session. It includes not only some of the best examples of last year's work, but also specimens which have not been passed by the examiners.

At the close of this meeting His Excellency the Governor-General has kindly promised to formally open the exhibition, when you will have an opportunity of judging for yourselves of the wonderful progress made in art education by the students of this Province"

The Governor-General having declared the exhibition to be open to the public, it was kept open for the remainder of the week, and well attended by students, manufacturers, and others interested in industrial art education.

No. 5.—EXHIBITS FROM ART SCHOOLS, HAMILTON AND KINGSTON, ONTARIO LADIES' COLLEGE, WHITBY, AND LORETTO ABBEY, TORONTO.

8. *The Report of the Ontario Society of Artists for the year ending 30th April, 1898*, shows that the Society held or contributed to the following exhibitions during the year :

1. The Annual Exhibition of 1897 was held with about the usual loss. This being the fate of all modern art exhibitions which depend on the purely artistic character of the exhibition to attract support.

2. The Toronto Industrial Exhibition Art Department was again under the auspices of this Society. A special effort was made to elevate the exhibit to a higher plane and without the detraction of special separated exhibits.

The gallery was re-decorated and the plan adopted of hanging pictures with spaces between, which very much improved the appearance. There were 306 exhibits.

3. The exhibition of the Royal Canadian Academy was held in the galleries of the Ontario Society of Artists. The majority of the exhibitors were our own members

4. Onr members were also represented at the Loan Exhibition, Winnipeg; the Y. M. C. A. Loan held in Toronto; the Woman's Art Club, Toronto; and the Art Association of Montreal.

5. Several of our members have been represented in the Royal Academy, London the Paris Salon, and National Academy of Design, New York.

Two pictures of the value of $100 each, one by Mr. Manly and one by Mrs Reid were selected from the provincial collection in accordance with the terms of the government grant to the society.

The receipts including $500, government grant were $5,242.24, expenditure $2,840,79, balance on hand $2,401.45.

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9. Provincial Art Gallery. In 1895 the Act made provision that out of the government grant of $500 to the Ontario Society of Artists, the Society shall purchase two pictures annually to the value of $200, from the Society's exhibitors, the said pictures to become the property of the Education Department as a nucleus for the establishment of a permanent Provincial Art Gallery. In 1897 the Minister of Education entered into an agreement with the Society that provided it would keep one of the large galleries in the Educational Museum filled with the recent works of its members, that pictures would be purchased annnally for the Ontario Government to the value of $800.

This agreement has been faithfully carried out (for list of pictures see Minister's Report), and the artists in their annual report for 1898, say, "There can be no doubt that the influence of this patronage by the Ontario Government is already being felt and will stimulate our work very beneficially.

SCIENTIFIC INSTITUTIONS.

1. *The Report of the Hamilton Literary and Scientific Association for the year ending 30th of April, 1898*, shows that nine meetings of the general association and eighteen sectional meetings were held. Papers on the following subjects having been read and discussed:

Inaugural address by the President.....A. Alexander.
Geological Notes.....Col C. C. Grant.
Nerve Cells in Rest, Fatigue and Decay....Prof. A. B. Macallum.
The Scriptures of the Sky.....J. A. Paterson.
The Lost Atlantis.....Col. C. C. Grant.
Biological Notes.....W. Yates.
The Field of History.....Rev. H. S. Beavis.
Field Notes.....W. Yates.
Chemistry and its application to Trade.....F. J. Small.
Imagination in Literature.....Dr. J. A. McLellan.
Chaucer, His Times, Life, and Work.....H. B. Witton.

Museum.—A large number of specimens donated to the Geological and Biological departments have been received during the year. The museum is kept open every Saturday afternoon for young people who wish to avail themselves of the privilege of examining the specimens and consulting with the working members for guidance in their researches. As a further stimulus to our young people we are now offering prizes for local collections in botany, geology and entomology.

The receipts including $400, government grant, were $564.03, expenditure $496.83, balance on hand $67.20.

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2. *The Report of the Kingston School of Mining for the year ending 30th April, 1897*, shows that 472 students received instruction during the session, eleven lots of ore varying from 500 lbs. to 7 tons have been tested in the mining laboratory within the year. The chlorination plant has been used for testing refractory ore from the Marmora District, and the cyanide plant is ready for erection.

The outside prospectors' classes were carried on in Mine Centre, Rat Portage, Port Arthur, Sault Ste. Marie, Renfrew, Eganville, and Macdonalds' Corners. The total number of students was 300.

The Dairy School branch had 88 students in attendance during the session.

The receipts including $8,400, government grant, were $15,516.77, expenditure $15,516.77.

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3. *The Report of the Ontario Historical Society for the year ending 30th of April, 1898*, shows that the Society was organized on 30th March, 1898, absorbing what was formerly known as the Pioneer and Historical Association of the Province of Ontario.

Affiliated Societies. Elgin Historical Society; Grenville Pioneer and Historical Society; Lundy's Lane Historical Society: Niagara Historical Society; Niagara Falls U E. Loyalists Association; Oxford Historical Society; Women's Canadian Historical Society; Wentworth Pioneer and Historical Society; Thorold and Beaverdam's Historical Society; and York Pioneer and Historical Society.

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4 *The Report of the Ottawa Literary and Scientific Society for the year ending 30th of April 1898, shows* that there are 335 active members.

Lectures. The following lectures were given and the Society was fortunate in inaugurating the series with a lecture by the celebrated Arctic explorer and discoverer Dr. Nansen.

North Pole	Dr. Fridjof Nansen
Literary and Musical Entertainment	
Place names of Canada	G. Johnson
Paradise Lost	Prof. S. W. Dyde
Anthropology	Rev. J. B. Saunders
Samuel Pepys	Joseph Pope
The Fur Seal	J. M. Macoun
The Yukon and its Gold Resources	W. Ogilvie

Library and Reading Room. The Librarian's Report shows that 8603 books were issued during the year, and the Reading Room which contains the leading English and American magazines and reviews, newspapers etc. is well patronized and very much appreciated.

Transactions of the Society. The transactions of the Society to the present date are being prepared for publication, and will be exchanged with other Societies in Canada, England, United States and elsewhere.

The receipts including $400, Government grant, were $1,120.82. expenditure $1,-051.97, balance on hand $68.85.

5. *The Report of L'Institut Canadien d'Ottawa for the year ending 30th April 1898*, shows that in addition to the usual literary and social entertainments given by the Society they have now established Free Evening Classes which are very successful.

Thirty lessons were given on each of the following subjects; Hygiene, Practical Electricity, Architecture and Design, and Political Economy.

The total number of pupils registered was as follows:—

Hygiene	212	Average attendance		135
Electricity	227	"	"	147
Architecture and Design	198	"	"	185
Political Economy	208	"	"	192

The average attendance each evening was 68, filling the seating capacity of our large hall and frequently persons had to be refused admittance for want of room.

In order to ascertain the efficiency of the work done in these classes, written examinations were held at the close of the session. The candidates secured a good average number of points on all four subjects, the majority of them showing great efficiency in Hygiene, Electricity and Architecture.

It is proposed to commence a class on cooking next session.

The receipts including $400, Government grant, were $1,067.62, expenditure $1481.92, balance due Treasurer $414.30.

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6. *The Report of the Ottawa St. Patricks Literary and Scientific Association for the year ending 30th of April 1898*, shows that 72 members availed themselves of the privileges of the Library, Reading Room, and Lectures. The amount expended for Lectures and Entertainments was $488.85, and the proceeds $1,004.10.

The receipts including $50, government grant and balance from last year $1,741.38 were $2,982.96, expenditure $948.41, balance on hand $2034.55.

7. *The Report of the Ottawa Field Naturalists Club for the year ending 30th of April 1898*, shows that there are 225 members on the roll, at the first meeting of the Council, leaders in the several branches viz: Geology, Botany, Entomology, Ornithology, Conchology and Zoology, besides an Editor and Associate Editors of "The Ottawa Naturalist" were appointed.

Three general excursions and five sub-excursions were held during the year.

The "Ottawa Naturalist" the official organ of the Club under the editorship of Dr. H. M. Ami with a staff of Associate Editors, contains a record of the proceedings of the club, also valuable papers on the following subjects: Post pliocene deposits of the Ottawa Valley, Dr. H. M. Ami; Bird Notes, W. T. Macoun; Weather, Otto J. Klotz; Fruit growing in Canada, J. Craig; The Pelican, Prof. E. E. Prince; A Naturalist on the Pacific Coast, A. Halkett; The Cryptogamic Flora of Ottawa, Prof. J. Macoun; Birds of the Magdalen Islands, Rev. C. J. Young; Recent conclusions in Quebec Geology, and Geological formations of the Ottawa district, by Dr. R. W. Ellis; Pleistocene Geology of the Ottawa Valley, W. J. Wilson.

During the winter months the club had a course of seven soirees, at which several interesting papers were read, and Natural History specimens were exhibited.

Educational work. Considerable progress has been made in the naming and arranging of botanical specimens donated to various schools in this Province. One hundred specimens of named and mounted Cryptogams have been presented to the Ottawa Normal School by Prof. John Macoun, and Dr. Fletcher is preparing a collection of flowering plants for the same purpose. A special course of lectures to school children was given and a course of lectures was delivered at the Experimental Farm to Normal School students.

The President, Professor Prince, was appointed delegate as representative of the Club at the meeting of the Royal Society of Canada held in Halifax this year.

The receipts including $200, government grant, were $415.82, expenditure $345.92, balance on hand $69.90.

8. *The Report of the Canadian Institute Toronto*, shows that twenty-three ordinary meetings were held and twenty-five papers read on the following subjects: Geology, Mineralogy, Ethnology, Anatomy, Biology, Botany, Meteorology, Geography, History, Philology, Political Economy, Literature, and three, Miscellaneous. The attendance of members and visitors at these meetings was greater than in any previous year and the character of the papers read was, on the whole, considerably higher than the average.

The Biological Section held ten meetings at which seven papers were read.

The meeting of the British Association in Toronto was very successful, and the Institute has received from the Local Executive Committee of the British Association the unexpended portion of the grants made by the City of Toronto, and the Dominion and Provincial governments given to meet the expenses of the British Association. This balance amounts to more than four thousand dollars. It was recommended by the representatives of the Institute that this amount be given to the Canadian Institute to meet unpaid accounts and to complete its collection of the publication of Scientific Societies.

The Dominion and Provincial Governments and the City have given their approval *that the balance of* the grant be given to the Institute on these terms.

During the year 798 volumes have been bound, and 3150, exchanges, purchases and donations have been received. The number of books and periodicals taken out by members was 834.

The receipts including $1,750, government grant were, $2,798.25, expenditure $2,598.25, balance on hand $200.

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9. *The Report of the Astronomical and Physical Society of Toronto, for the year ending 30th of April 1898*, shows that there are 17 corresponding members, 104 active members and 23 Associate members. The following Societies are in affiliation, Meaford Astronomical Society, Tavistock Astronomical Society and Orillia Astronomical and Physical Society.

During the year the following subjects have been discussed at the meetings of the Society, viz: Unification of Time; Rotation of Mercury; Interference of Sound; Black Aurora; Foci of Solar Activity; November Meteors of 1832 and 1833; Measurement of absolute Wave-length; Lunar Photograph, Paris Observatory; The Air Barometer; Dr. Zeeman's Discoveries; Planetary Rotation; Solar Observations, Faculæ; The Planet Mars; Total Solar Eclipse of May 1900; Solar Eclipse of July 29th; Lunar Observations; The Nautical Day; Periodicity of Magnetic Disturbances; Retrograde Motion of the Moons of Uranus; The Variable Star, Algol; Popularizing Astronomy; Lunar Sketches; The Schaeberle Aberration; The Astronomy of 1897.

A lantern slide exhibition was held and reports received from Orillia, Simcoe, Woodstock and Galt.

The receipts, including $200, government grant, were $284, expenditure, $265.06, balance on hand, $18.94.

APPENDIX H.—*TEACHERS' INSTITUTES*

Financial Statement, 1897.

Name of Institute.	Number of Institutes.	Number of Members.	Government Grants.	Municipal Grants.	Members Fees.	Balance and Others Sources.	Total Receipts.	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneou	Total Expenditure.	Balances.
			$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Brant	1	137	25 00	25 00	.....	1.9 96	229 96	.....	56 62	32 00	88 62	141 84
Bruce E.	1	119	25 00	25 00	.....	62 93	112 93	5 70	.....	35 25	40 95	71 98
do W	1	33	25 00	25 00	8 50	88 12	146 62	5 00	29 00	37 00	71 00	75 62
Carleton	1	130	25 00	25 00	.....	50 68	100 68	0 48	4 00	48 65	53 13	47 55
Dufferin	1	113	25 00	25 00	14 75	17 03	81 78	10 10	17 40	54 28	81 78	.....
Dundas	1	92	25 00	25 00	23 00	8 67	81 67	5 10	.....	33 65	38 75	42 92
Durham	1	120	25 00	25 00	.....	107 87	157 87	5 25	.....	40 64	45 89	111 98
Elgin	1	150	25 00	.....	.....	53 50	78 50	13 50	.....	38 60	52 10	26 40
Essex N	1	65	25 00	50 00	.....	46 46	121 46	15 00	.....	30 43	45 43	76 03
do S	1	112	25 00	50 00	.....	64 41	139 41	27 50	.....	12 35	39 85	99 56
Frontenac	1	147	25 00	25 00	.....	44 24	94 24	3 47	13 60	48 35	65 42	28 82
Glengarry	1	90	25 00	25 00	.....	21 06	71 06	22 34	.....	21 33	43 67	27 39
Grenville (3 Leeds)	1	100	25 00	25 00	.....	24 37	74 37	3 70	.....	50 93	54 63	19 74
Grey E. (N.)	1	29	25 00	25 00	7 25	41 40	98 65	1 63	.....	47 60	49 23	49 42
do W	1	42	25 00	25 00	13 70	47 87	111 57	8 95	4 50	60 40	73 85	37 72
do S	1	52	25 00	25 00	13 25	160 94	224 19	6 25	.....	56 10	62 35	161 84
Haldimand	1	115	25 00	25 00	.....	192 74	242 74	5 45	.....	52 90	58 35	184 39
Haliburton	1	60	25 00	25 00	0 75	56 88	107 63	7 60	7 08	34 00	48 68	58 95
Halton	1	85	25 00	25 00	.....	142 70	192 70	9 00	4 60	31 80	45 40	147 30
Hastings, N	1	110	25 00	25 00	11 00	191 61	252 61	20 86	44 14	85 00	150 00	102 61
do S	1	134	25 00	25 00	.....	218 68	268 68	.....	.....	.....	.....	268 68
Huron, W. (S.)	1	120	25 00	25 00	12 00	23 96	85 96	6 10	.....	42 00	48 10	37 86
do E. (N.)	1	123	25 00	25 00	.....	116 13	166 13	3 35	2 00	50 05	55 40	110 73
Kent E.	1	71	25 00	25 00	35 50	77 44	162 94	14 00	.....	93 91	107 91	55 03
do W. and Chatham	1	135	25 00	25 00	17 75	49 36	117 11	18 81	4 25	43 05	66 11	51 00
Lambton, E. (1)	1	113	25 00	50 00	45 00	65 89	160 89	29 75	.....	108 84	138 59	22 30
do W. (2)	1	132	25 00	25 00	.....	41 63	116 63	28 10	.....	25 25	53 35	63 28
Leeds, 2, E.	1	92	25 00	25 00	20 50	196 74	267 24	17 94	22 21	31 95	72 10	195 14
do 1, W	1	105	25 00	25 00	.....	86 90	136 90	6 89	26 90	20 00	53 79	83 11
Lanark	1	200	25 00	25 00	16 50	154 33	220 83	11 35	34 00	62 15	107 50	113 33

Lennox and Addington	1	100	25 00	25 00	.....	23 93	73 93	4 47	.....	23 20	27 67	46 26
Lincoln	1	120	25 00	25 00	.....	159 38	209 38	3 90	.....	27 75	31 65	177 73
Middlesex, E	1	125	25 00	305 10	24 00	38 61	392 71	114 76	267 47	4 50	386 73	5 98
do W	1	108	25 00	100 00	38 25	26 12	189 37	45 50	.....	134 05	179 55	9 82
Norfolk	1	140	25 00	25 00	.....	104 39	154 39	53 20	.....	11 00	64 20	90 19
Northumberland	1	52	25 00	25 00	12 75	235 36	298 11	25 50	.....	60 50	86 00	212 11
Oxford	1	147	25 00	25 00	2 75	123 03	175 78	17 00	.....	49 65	66 65	109 13
Ontario	1	145	25 00	25 00	.....	97 42	147 42	.....	.....	69 75	69 75	77 67
Peel	1	98	25 00	25 00	.....	86 46	136 46	10 00	30 00	36 00	76 00	60 46
Perth	1	175	25 00	25 00	.....	153 30	203 30	4 00	.....	157 29	161 29	42 01
Peterboro	1	112	25 00	25 00	.....	93 58	143 58	3 60	60 00	39 20	102 80	40 78
Prescott and Russell	1	118	25 00	.....	10 78	69 53	105 31	17 85	15 42	28 75	62 02	43 29
Prince Edward	1	90	25 00	25 00	.....	157 82	207 82	2 00	19 75	47 70	69 45	138 37
Renfrew	1	73	25 00	25 00	.....	163 38	213 38	30 50	18 50	93 40	142 40	70 98
Simcoe, N	1	46	25 00	75 00	11 50	85 57	197 07	64 83	10 25	59 02	134 10	62 97
do S	1	64	25 00	25 00	16 00	151 02	217 02	6 41	3 00	17 75	27 16	189 86
do E. and Muskoka, W	1	55	25 00	25 00	.....	102 89	152 89	3 12	3 50	54 78	61 40	91 49
Stormont	1	65	25 00	25 00	27 50	.....	77 50	8 78	.....	51 16	59 94	17 56
Victoria, E	1	84	25 00	37 50	3 25	148 92	214 67	6 85	13 65	84 51	105 01	109 66
do W	1	75	25 00	25 00	.....	11 06	61 06	2 50	16 25	22 15	40 90	20 16
Waterloo	1	72	25 00	.....	37 50	79 94	142 44	12 15	.....	117 70	129 85	12 59
Welland	1	146	25 00	25 00	.....	140 40	190 40	13 92	.....	99 12	113 04	77 36
Wellington, N	1	110	25 00	25 00	12 25	89 45	151 70	14 66	23 72	21 30	59 68	92 02
do S	1	115	25 00	24 85	.....	78 56	128 41	6 57	.....	65 15	71 72	56 69
Wentworth	1	102	25 00	25 00	8 50	87 33	145 83	4 75	38 95	19 30	63 00	82 83
York, N	1	42	25 00	.....	10 50	115 39	150 89	16 87	47 90	52 25	117 02	33 87
do S	1	41	25 00	25 00	20 50	169 43	239 93	8 00	51 95	31 77	91 72	148 21
Algoma, 1, E	1	41	25 00	.....	.....	12 33	37 33	1 45	17 48	3 75	22 68	14 65
do 2, W	1	20	25 00	.....	.....	42 23	67 23	4 25	8 25	3 17	15 67	51 56
do 3, M. I.	1	23	25 00	.....	.....	35 54	60 54	80	18 71	15 72	35 23	25 31
Muskoka	1	75	25 00	.....	.....	77 25	102 25	3 70	.....	12 65	16 35	85 90
Nipissing	1	20	25 00	.....	5 00	27 02	57 02	7 03	27 01	8 15	42 19	14 83
Parry Sound, E	1	30	25 00	.....	14 50	16 03	55 53	7 37	29 00	10 65	47 02	8 51
do W	1	40	25 00	.....	6 72	53 76	85 48	9 66	36 37	5 00	51 03	34 45
Hamilton	1	171	25 00	25 00	.....	63 07	113 07	12 00	.....	28 00	40 00	73 07
Kingston	1	60	25 00	25 00	7 00	22 13	79 13	3 50	20 80	83	25 13	54 00
London	1	149	25 00	25 00	48 75	106 27	205 02	8 24	10 00	89 50	107 74	97 28
Ottawa	1	136	25 00	25 00	.....	79 10	129 10	12 95	21 00	48 20	82 15	46 95
St. Catharines	1	25	25 00	25 00	.....	68 44	118 44	.....	26 36	18 10	44 46	73 98
St. Thomas	1	34	25 00	25 00	2 45	5 05	57 50	2 50	.....	15	2 65	54 85
Toronto	1	614	25 00	25 00	120 25	767 57	937 82	48 42	325 36	225 20	598 98	338 84
Guelph	1	32	25 00	25 00	.....	79 17	129 17	.....	48 93	17 54	66 47	62 70
Windsor and Walkerville	1	56	25 00	25 00	.....	42 50	92 50	3 79	.....	15 00	18 79	73 71
Ontario Educational Association	1	500	600 00	.....	221 00	295 79	1116 79	667 42	.....	272 00	939 42	177 37
Total, 1897	73	7627	2425 00	2017 45	901 15	7122 60	12466 20	1607 94	1479 88	3511 02	6598 84	5867 36
Total, 1896	74	7687	2275 00	2077 50	1108 82	7546 63	13007 95	1938 88	1949 07	3470 17	7358 12	5649 83
Increase	....	.....	150 00	.....	.....	.....	.....	.....	.....	40 85	.....	217 53
Decrease	1	60	.....	60 05	207 67	424 03	541 75	330 94	469 19	.....	759 28	.....

APPENDIX I.—*CERTIFICATES, ETC.*

1. Inspectors' Certificates Issued in 1898.

Boyes, Robert.	Liudy, Wm. Robert, B.A.	Putnam, J. Harold.
Brown, Percy Wm.	Lee, Charles Henry, B.A.	Row, Robert Keable, B.A.
Currie, Peter W., B.A.	McNiece, James, B.A.	Reid, Marvin Ryckman.
Copland, James Stuart, B.A.	McVicar, Archibald.	Slemon, Edward T., B.A.
Conn, Henry, B.A.	McMurchie, James, B.A.	Stubbs, Samuel J., B.A.
Forbes, John William, B.A.	Mills George K.	Hodgson, Thomas Robt.
Green, Leslie Arnold, B.A.	Meade, Robert, B.A.	Tier, Wm , B.A.
Garvin, Joseph L., B.A.	O'Connor, Michael Joseph	Ward, Henry.
Kennedy, George E., B.A.		

2. High School Principals' Certificates, 1898.

Armstrong, Thomas, C.L., M.A.	Forbes, John William, B.A.	Rogers, James C., B.A.
Auld, Charles, B.A.	Glassey, David Alex., B.A.	Stevenson, Louis, B.A.
Bennett, Charles Vincent, B.A.	Jenkins, Robert Smith, M.A.	Sills, Wm Ryerson, M.A.
Brow, Harry Wm., B.A.	Lingwood, Fred H., B.A.	Stubbs, Samuel J., B.A.
Bell, Fred Henry, B.A.	Lee, Charles Henry, B.A.	Stoddart, Robert, B.A.
Currie, Peter W., B.A.	Myer, Albert N., M.A.	Slemon, Edward T., B.A.
Conn, Henry, B.A.	Montgomery, William, B.A.	Thompson, Margaret J., B.A.
Dundas, Arthur A., B.A.	McNiece, James. B.A	Thompson, Peter James, B.A.
Dobbie, Wm. James, B.A.	McDonald, James, M.A.	Tier, Wm., B.A.
Davis, John S., B.A.	McCready, Samuel B., B.A.	Wilson, Alfred G., B.A.
Ewing, William Campbell, M.A.	McCool, John, M.A.	Wilson, Henry Ernest, B.A.
Frost, Francis Henry, B.A.	Macpherson, Walt. Ernest, B.A.	Walks, Robert Hilton, B.A.
Foucar, Walter K., B.A.	Odell, John Wm., B.A.	

3. High School Assistants' Certificates, 1898.

Burke, Alexander.	Huff, Samuel.	MacLean, Katherine G , B.A.
Brown, Lyman, B.A.	Knox, William John, B.A.	Rowson, Alice Gertrude, B.A.
Baines, Archibald W.	Kinver, Maggie M.	Struthers, Jean.
Chadsey, Stanley B.	Kent, Eleanor.	Scratch, Linnie M.
Clarke, Fred. Hall, B.A.	Kelso, Alice C.	Strang, Rose Innis.
Cæsar, Lawson, B.A.	Morgan, John James B.A.	Shultis, Adam.
Cloney, Sarah Louise, M.A.	Morrow, John D.	Stone, Samuel G., B.A.
Evans, Nellie S.	Macpherson, W. E., B.A.	Taylor, Julian, J. W.
Foucar, Walter K., B.A.	McRae, Jessie C.	Wright, Robert.
Grant, Jennie J.	McNi ce, James, B.A.	Weekes, Edith A.

4. Number of Public School Teachers' Certificates, 1898.

Third, Second and First Class.	Male.	Female.	Total.
Third Class per County Model School reports	435	731	1,166
Second Class—			
From Ottawa Normal School	49	149	198
Toronto Normal School	51	207	258
First Class	63	30	93
Total	598	1,117	1,715

5. List of Provincial Certificates Granted by the Education Department, 1898.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Andrews, David	1		*Brown, Amelia Mills		1
Allen, Louisa Jane		1	Baker, Etna Rose		1
*Armour, Amy Louisa		1	Ball, Florence Cath. Tracy		1
Anderson, Alton Hanes		1	Bell, Milne Mabel		1
Anderson, Lulu Wray		1	Bell, William Snowball		1
Ault, Grace Genevieve		1	Blackwood, Jessie		1
Aiken, Dawson F	1		Booth, Bowes Cecil		1
Anglin, Sara	1		Botterill, Emma Margaret		1
Andrews, Robert T., B.A	1		Bradburn, Albert Wesley		1
Annis, Claire	1		Bryson, Albert Edward		1
Allen, Euphemia		1	Burchell, James Edward		1
Armstrong, E. Ruby		1	Butler, Edith May		1
Armstrong, Jennie		1	Botsford, Annie May	1	
Armstrong, Maggie		1			
Ashworth, Ethel Jane		1	Case, James	1	1
*Ashman, George H		1	Cameron, John H	1	1
Atkinson, Louis William		1	Christelaw, John Albert	1	1
Axon, David H		1	Carley, George		1
Adams, Frederick		1	Climentaga, Solomon		1
Andrew, Thomas Franklin		1	Clarke, Minnie		1
Ault, Ellen Margaretta Beatrice		1	Cameron, Lily Jean		1
			Carpenter, Elizabeth B		1
Blacklock, Robert Finlay	1	1	Chandler, Mabel R		1
Bulmer, James Robinson	1	1	Charlton, Armenia Jemima		1
Brightwell, Maude		1	Charlton, Ethel		1
*Barnes, Rachel Eileen		1	Clarke, Maud Westwood		1
Bayley, Frances		1	Cronk, Maude		1
Bell, Emma Augusta		1	*Crosby, Frances Harriet		1
Bird, Myra Araminta		1	Crown, Gertrude		1
Barry, Charlotte Amelia		1	Coolidge, Johiel		1
Boggs, Laban		1	Cooper, William Charles		1
Bongard, Alice Mabel		1	Campbell, Minnie		1
Bready, Effice C. E		1	Cannon, Bertha		1
Brown, Clara Louise		1	Cowan, Hattie		1
Bruce, Robert		1	Cowan, Margaret		1
Bishop, Minnie	1		Cox, Nellie Valetta		1
Blott, Emily	1		Cummings, Julia Mary		1
Black, Norman Fergus	1		*Curtin, Hattie Louisa		1
Bowman, Harry N	1		Cameron, Charles	1	
Bannister, John Arthur	1		Casey, Julia Anne		1
Beer, William B	1		Casson, Maggie A		1
Brown, James Albert	1		*Cooper, Emma		1
Brennan, Robert Wilson	1		Coote, Lillie May		1
Bingeman, Ida B	1		Crowston, Charlotte		1
Bagshaw, William B		1	Charlton, Robert M. S		1
Bice, Edgar L		1	*Corrigan, William James		1
*Bowles, Allen		1	Coutts, Hugh N		1
Brownlee, Thomas Henry		1	Cameron, Archibald Hugh		1
Burkell, W. George		1	Carroll, James Joseph		1
Babe, Hannah		1	Carruthers, Katie Grace		1
Bastedo, Henrietta L		1	Carter, Annie Ethyl		1

* Honors.

List of Provincial Certificates.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Chatterton, Anna	.....	1	Foster, Lavina	.....	1
Clarke, Alice Grace Maude	.....	1	Fraser, Hattie Wells	.....	1
Cowan, Sara Anne	.....	1	*Fraser, Jennie Anne	.....	1
Cubbon, Ethel Bertha	.....	1	Frew, Margaret Agnes	.....	1
Cunningham, John Henry	.....	1	Fulton, Minnie Douglas	.....	1
Cunningham, Margaret Mary	.....	1	Fennie, Nettie	.....	1
Curtis, Clarence Arthur	.....	1	Forrester, Catharine L.	.....	1
			Fraser, Edith Jane	.....	1
Darroch, William Franklin	1	.....	Frost, Laura	.....	1
*Dancaster, Bertha Maude	.....	1	Forester, Christopher	1	.....
Darroch, Kate	.....	1	Fettes, Annie	.....	1
Davidge, Maud Hannah	.....	1	Flynn, Bertha Henrietta	.....	1
*Davidson, Kathleen Mary	.....	1	*Fox, Roberta Kate	.....	1
*Denike, Edith Mary	.....	1	Freeman, Grace Olive	.....	1
Dewey, Beatrice	.....	1	Farquharson, Madge Isabel	.....	.....
Dowswell, Mabel	.....	1	Farquharson, Mia Louise	.....	.....
Dunbar, Maude	.....	1	File, Albert Barnes	.....	.....
Dunning, Georgie	.....	1	Forbes, Lillie	.....	.....
Davidson, Adelaide Elizabeth	.....	1	Fowler, Henry J	.....	.....
Delaney, Nellie Teresa	.....	1	Fraser, Alexander McTavish	.....	.....
Diefenbaker, Ulysses Milton	.....	1	Fraser, Charles	.....	.....
Douglas, Annie	.....	1			
Dadson, Eldon E.	1	.....	Graham, Louis Hartley, B.A.	.....	1
Diefenbaker, Edward L.	.....	1	Gentle, Eleanor	.....	1
Downing, Jessie	.....	1	*Giddens, Hattie Madeline	.....	1
Day, Mary Edith	.....	1	*Gillies, Maggie Lillie	.....	1
Doherty, Albert Ernest	.....	1	Goldsmith, Belle	.....	1
Dunlop, Tena Colquhoun	.....	1	Gray, Annie Margaret	.....	1
			Gardiner, Elizabeth	.....	1
Elder, Edith Jessie	.....	1	Garner, John Henry	.....	1
Elliott, Jean	.....	1	*Graham, Jennie	.....	1
Emerson, Mabelle B.	.....	1	Gibbs, Ernest E	1	.....
Elliott, Maude	1	.....	Grant, Georgina M.	1	.....
Edwards, Cephas H., B.A	1	.....	Goodland, Alma	1	.....
Eadie, Agnes	.....	1	Gallagher, Perthena B.	.....	1
*Edmondstone, Minnie	.....	1	*Giles, Emma	.....	1
Eldon, Dorothy Evelena	.....	1	*Gissing, Jane	.....	1
Elliott, Dollie T	.....	1	*Gordon, Jessie	.....	1
Edgers, Cora Persus	.....	1	Graham, Beatrice Louisa	.....	1
Elliott, William Alex	.....	1	Green, Ethel	.....	1
English, Jeannette	.....	1	*Gregory, Etta V	.....	1
*Evans, Florence May	.....	1	*Gesner, David Henry	.....	1
Evans, Wm. Edwin	1	.....	Gilchrist, Mary Christina	.....	1
			Gillies, Barbara	.....	1
Fraser, James William, B.A	1	.....	Guiry, Anastasia	.....	1
Falconer, Emma	.....	1			
*Featherston, Gertrude Luella	.....	1	Hood, Finlay	1	.....
Featherston, Lena Maude	.....	1	Hancock, Alberta Louise	.....	1
Featherston, Roda F	.....	1	Hart, Emma	.....	1
*Fife, Alice Louise Olivia	.....	1	Hewton, Annie	.....	1
Forgie, Annie	.....	1	Hutton, Ida Selina	.....	1

* Honors.

List of Provincial Certificates.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Hutty, Mabel Gray	.....	1	Lawrence, Annie Catharine	.....	1
Hamil, Laura	.....	1	Law, Mary	.....	1
*†Hardy, Hannah Jane	.....	1	Leonard, Annie Elizabeth	.....	1
Harpell, Lillian	.....	1	Lucas, Gavin Allan, B.A.	1	.....
Henderson, Blanche	.....	1	Lutton, James T., B.A.	1	.....
Henderson, Edna	.....	.....	Leppert, Anna	1	.....
Hoyle, Ada Louise	.....	1	Lemmon, Alice	.....	1
Hunter, David M	.....	1	*Lewis, Ada H	.....	1
Hamilton, William A	1	.....	Lewis, Ida	.....	1
Hatch, Salem B	1	.....	Little, Jennie	.....	1
Hislop, Jean	1	.....	*Lucas, Elizabeth	.....	1
Houston, Daniel Wesley	1	.....	Lancaster, Maude	.....	1
Hilliard, Jennie	1	.....	Leich, Flora Rosetta	.....	1
Homes, Frank	1	.....	Leonard, Katharine Mary	.....	1
Hixon, Ernest W	.....	1	Lett, Margaret Barnes	.....	1
*Howard, George	.....	1	Lobb, Leiffie Marion	.....	1
Hudson, Josiah W	.....	1	Loghrin, Martha	.....	1
*†How, Frances Esther	.....	1	Lawrence, Wm. Allan	1	.....
Howard, Minnie	.....	1			
Howe, Lettie	.....	1	McQuarrie, William	.....	1
			McKinnon, Mary C	.....	1
Inglehart, Lottie Eleanor	.....	1	McCarthy, Nellie	.....	1
*Irwin, Marietta E	.....	1	*McClellan, Ada	.....	1
Idle, Annie	.....	1	McKnight, Nettie Lenora	.....	1
*Ironside, Margaret Alice	.....	1	McLean, Sarah J	.....	1
			McLeod, Sarah	.....	1
Johnstone, Margaret Mary	.....	1	McNeill, Hannah Isabel	.....	1
Jewitt, Reuben William	.....	1	MacDermid, Alice	.....	1
Jones, James Edward	1	.....	MacDougall, Harietta Lila	.....	1
Jennings, Edward William	.....	1	McBean, Kate	.....	1
Jewell, H. Della E	.....	1	*McDonald, John Allan	.....	1
			McDougall, Duncan	.....	1
Kelly, Charles E	1	.....	MacKinnon, Lizzie	.....	1
Kidd, William L	1	.....	McLaren, Euphemia	.....	1
King, Annie	.....	1	McMahon, Julia	.....	1
*Kent, Annie	.....	1	McMahon, Margaret Ellen	.....	1
Kerr, Sara	.....	1	McNair, George Orme	.....	1
Kelly, Theresa	1	.....	McWilliam, John	.....	1
Keegan, Letitia A	.....	1	McConnell, Jennie	1	.....
Kinver, Annie M	.....	1	McKee, Hannah	1	.....
Kaempf, Margaret	.....	1	MacBeth, Andrew	.....	1
Keating, Frances Marguerita	.....	1	McAuliff, John Albert	.....	1
Ker, Leonia Minnie	.....	1	*McMillan, Edgar Roy	.....	1
*Kindred, Harold Christopher	.....	1	MacDonald, Catharine	.....	1
Kirkby, Janet Baxter	.....	1	*McLean, Grace	.....	1
			MacLean, Maud	.....	.....
Lees, William Alexander	.....	1	McGeorge, Ethel Graham	.....	1
Lipsett, James Herbert	.....	1	Mcintosh, Julia Isabel	.....	1
Livingstone, Elizabeth McLean	.....	1	McIntyre, Maggie	.....	1
Long, Mabel Evelyn	.....	1	McKeown, F. Evelyn	.....	1
Lowes, Carrie Emily West	.....	1	MacDonald, John Alex	.....	1

* Honors. † Medallist.

List of Provincial Certificates.

Candidate's Name.	Grade. First Class.	Grade. Second Class.	Candidate's Name.	Grade. First Class.	Grade. Second Class.
MacFarlane, Margaret Griselda		1	Murray, Lizzie		1
MacMillan, Margaret Jeannette		1	Maybee, Byron Henry		1
*McDonald, James Edward		1	Mills, Albert		1
McGill, Jessie		1	Mitchell, Mary Ellen		1
McGregor, Bella		1	Moffet, Carrie		1
McKinnon, Katie		1	Moore, Thomas Merritt		1
McNeelly, Hanna Elizabeth		1			
McDonald, Emma Moran			Nie, Bessie		1
Moir, Isabella	1		Neilson, Mary		1
Midgley, George			Newell, Isaac James		1
Moore, Wm. H			Norris, John		1
*Mahaffy, Sarah Julia		1	*Nichol, Florence		1
Malcolm, Mary		1	Newton, Annie M. L		1
Martin, Ella A		1	Nicol, Annie		1
*Martin, Emma		1	Newman, George Edward		1
Martin, Minnie		1			
Miller, Janet		1	Osborne, Walter J	1	
Miller, Letty		1	Osterhout, Albert E	1	
*Mitchell, Annie		1	Osborne, Grace		1
Magee, Hannah		1	Oswald, Susie McKenzie		1
Maitland, Mary Elizabeth		1	O'Keefe, Ella		1
Mann, Harry Clark		1	*O'Keefe, Annie Edith		1
Medd, Nellie		1	O'Meara, M. Lizzie		1
*Michie, Annie Stewart		1			
Miller, Bertha Anna		1	Pratt, Arthur Clarence	1	
Mills, Alice Marion		1	Parrott, Josephine		1
Moloney, Agnes Elizabeth		1	Patterson, Annie Eliza		1
Moloney, Kate		1	Pearen, Mabel Eveline		1
Morrison, Jennie Menzies		1	*Pearson, Annie Helen		1
Marton, Andrew Symns		1	Pearson Bella		1
Marton, Mary		1	Platts, Alice Roberta		1
Morton, Sarah		1	Porter, Libbie Maria		1
Moulton, Lillian Ainsley		1	Pride, Agnes Berry		1
Mortimer, Ada E	1		Punnchard, Lizzie Madeline		1
Mair, F. Ethel	1		Pettit, Helen		1
Madill, Alonzo J	1		Pickett, Agnes		1
Murdock, William Eugene	1		Pierce, Mary		1
Mitchell, William McGregor	1		Poapst, Lydia Ann		1
Morrison, William George	1		Pentland, George E	1	
Millar, Margaret G., B.A	1		Palen, Imogen B	1	
*Malott, Susan Wilhelmina		1	*Parr, Emma Maud		1
Mann, Lizzie		1	Patterson, Ida Eleanor		1
Marshall, Ella Belle		1	Petrie, Elizabeth		1
Martin, Ada May		1	Powell, Ada		1
*Mathieson, Elsie		1	Price, Charles Francis		1
*Metcalf, Lila Anne		1	Pringle, George Wesley		1
*Mitchell, Margaret C		1	Pumaville, Morley Franklin		1
*Moore, Mary Agnes		1	Potter, Jessie Mabel		1
Morrish, Henrietta Estella		1			
Morrison, Ada		1	Railton, Minnie V		1
Munro, Margaret A		1	Raynard, Winifred		1

* Honors.

List of Provincial Certificates.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Rees, Daniel		1	Streight, Maude Olive		1
Robertson, John Edward		1	Struthers, Alva Lee		1
Rolling, Walter		1	Suter, Samuel Henry		1
*Rosebrugh, Bena Effie		1	Salvadge, Mabel		1
*Ross, Margaret J. Clarke		1	Scott, Maggie		1
Ryan, Carrie Armintha		1	Shore, Evangeline		1
Rath, Mary		1	Simpson, Lillie Estella		1
Richardson, Isabella		1	Sing, Edith Eva		1
Ridgway, Lucilla Agatha		1	Smith, Shipman Harry		1
Reid, Marvin Ryckman, B.A.	1		Stewart, Annie		1
Ryan, Hugh A	1		Styles, Emma Elliott		1
Richmond, Elliott	1		Swan, Sarah		1
Ross, Donald	1		Swann, Martha Robena		1
Ramsay, Walter	1		Scott, William J	1	
Roach, William Joseph		1	Spencer, Joseph	1	
Robinson, William George		1	Sparks, William	1	
*Roxburgh, James M		1	Smith, Charles Campbell	1	
Roszel, Curtis C		1	Scott, Vida Kate	1	
Railton Maggie		1	Simpson, Robert S	1	
*Rannie, Marion Roberts		1	Sutherland, Alison Gunn	1	
Reid, Katie F		1	Smith, Annie	1	
*Reid, May		1	Speirs, Robt. M	1	
*Richardson, Rachel Clark		1	*Sinclair, Jessie		1
Robertson, Mary Alice		1	*Sinclair, Maggie P		1
Roderick, Elizabeth		1	Scott, Edith Helen		1
*Rose, Maggie		1	Snowball, Anna Eliza		1
*Ross, Isabel		1	Stahlschmidt, Lulu Charlotte		1
Rutherford, Lena May		1	*Stead, Jennie		1
*Ryder, Laura M		1	Stephenson, Eva		1
Rath, Martha Amelia		1	Streith, Meta		1
Rea, Florence Elizabeth		1	Sutherland, Isabel		1
Reid, Robert George		1	Suttaby, Fanny Effie		1
Ridgway, Elfrida Winnifred		1	Symon, Helen		1
Rae, Annie Carr	1		Simpson, Ernstein		1
Ross, Ley M	1		*Slemon, Cyrus W		1
			Smith, D. Russell		1
Snellgrove, William John	1		Sadler, Clara		1
Shannon, Samuel	1		*†Scott, Margaret Jane		1
Sale, Annie Knight		1	Shaver, John Adam		1
Sanderson, Mary Louisa		1	Shaw, Ada Victoria		1
Schooley, Meta Anna		1	Sheehan, Catharine		1
Shier, Alberta		1	Slack, Gertrude Hamilton		1
Shore, George W		1	Smith, Harriet Louise		1
Short, S. Ada H		1			
*†Smith, George Peter		1			
Smith, Lizzie		1	Tuller, Sarah Frances		1
Sneath, Eunice		1	Turnbull, Mary Louisa		1
Stephenson, Sarah Jane		1	Turnbull, Sarah Willis		1
Stewart, Edythe		1	Turner, Emily Alice		1
Stewart, Laura		1	Taylor, James Henry		1
Stinson, George Harold		1	Thompson, Nellie		1

* Honors. † Medallist.

List of Provincial Certificates.

Candidate's Name.	Grade.		Candidate's Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Turner, Evelyn	.....	1	Weishar, Philip	.....	1
Tapscott, Mabel C	1	.....	White, Polina May	.....	1
Tapscott, Cora I	1	.....	Whitton, Jessie	.....	1
Taylor, John Andrew, B.A	1	.....	Winter, Lily Maud	.....	1
Tigert, James H	1	.....	Wright, William Harrison	.....	1
Thibaudeau, Pythagoras	1	.....	Wilson, James L	1	.....
Tonkin, Emma Elizabeth	1	.....	Watson, Annie	1	.....
Taylor, Luther W	1	.....	Wilson, Alice E. G	1	.....
Tackaberry, Wilson H	1	.....	White, Robert Oliver	1	.....
Thompson, Margaret Alice	.....	1	White, Margaret Elizabeth	.....	1
Turnbull, Helen Jane	.....	1	White, Etta	.....	1
			*White, Minnie M	.....	1
Uglow, Mary	.....	1	Wilson, Kate	.....	1
			Worden, Annie Frances	.....	1
Volume, Annie	.....	1	White, Joseph Edmund A	.....	1
Vandervoort, Stella	.....	1	Wilson, John Murray	.....	1
			Waddell, Mary Eliza	.....	1
*Ward, Arabella	.....	1	Wadsworth, Mary Abigail	.....	1
*Walker, John William	.....	1	Wallis, Alice Maud	.....	1
Wheatley, Clara Elizabeth	.....	1	*Walt, Charles Finlay	.....	1
Whittingham, Ada	.....	1	Wegenast, Franklin Wellington	.....	1
*Williamson, Aggie	.....	1	Whiteford, David William	.....	1
Wilson, James Johnston	.....	1	Willis, Maud Sarah	.....	1
Wintersgill, Nellie	.....	1	Willoughby, Henry	.....	1
Worthington, Maude Frances	.....	1			
Wadsworth, Etta	.....	1	Yarwood, Helen Alice	.....	1
Wadsworth, Lizzie	.....	.....	Young, Ellen Elizabeth	.....	1
Wallace Agnes Ellen	.....	1	Yemen, Helen Young	.....	1
Warrington, Hattie Laura	.....	1			
Weatherilt, John Harkness	.....	1	Zavitz, Edith	.....	1
Weir, William James	.....	1	Zimmer, Alfred Adam	.....	1

* Honors.

6. Kindergarten Certificates, 1898.

Directors.

Angus, Helen A.
Armstrong, Barbara J.
*Bailey, Jessie M.
Campbell, Edith C.
*Constantine, Susannah H.
Copp, Annie G.
*Chamberlain, M.
Grant, Edith M.
*Gillespie, A. T.
*Gillies, E. M.
*Holmes, Lillian G.
Jackson, Charlotte G.
Jenkinson, Gertrude.
*Johnston, Essyltha.
Kirby, Daisy E.
Laidlaw, Katie.
Mason, Lillian.
Nicol, Mrs. E.
Onderkirk, Dora.
Paradis, Mrs. A. V.
*Reynar, Fannie E.
Saunders, Grace L.
Sinclair, Janet E.
*Smith, Lucy H.
*Sparling, Mossie E.
Sutton, Bertha.
*Spence, A.
Temple, Josephine M.
Watson, Ada A.
Williams, A. M.
Webster, J. S.

Assistants.

Aylsworth, Victoria.
Buckham, G.
Connor, Agnes E.
Cameron, Alison H.
Carroll, Elma.
Faulds, Maude.
Forbes, Annie.
Leighton, Ida.
Mills, Gertrude.
Moore, Etta.
Mathews, Mabel.
McMichael, Ellen.
McIntosh, L.
Macdonald, Lillian.
*Perry, Margaret D.
Quarry, Laura.
*Rorke, Sadie W.
Roger, Frances.
Thompson, Beatrice.
Thompson, Alice J.
Trounce, Anora.
*Workman, Elizabeth.
Winter Myrtle.
*Withers, Nellie.
Wilson, Persis.

7. Domestic Science Certificates, 1897 and 1898.

1897.	1898.
Fraser, Annie.	Alexander, Nellie.
Joy, Mrs. Jean.	Connor, Mary J.
Howard, Emily Mary.	Greene, Elizabeth.
Kennedy, Margueret.	Hegler, Lizzie.
McConnell, Emily.	Peacock, Grace.
Partullo, Pearl.	Ross, Nellie, B.A.
Watson, Mary.	Teakles, Isabella, F.A.
Watson, Helen Douglas.	Wilson, Nettie.

* Honors.

8 Temporary and Extended Certificates Issued During 1897 and 1898.

Counties.	Temporary certificates authorized by the Minister of Education during the year.		Third Class certificates extended by the Minister of Education during the year.	
	1897.	1898.	1897.	1898.
Glengarry	2			
Dundas			1	
Carleton	1			
Leeds and Grenville			5	5
Lanark	6			
Renfrew		2	2	1
Frontenac	4			
Hastings			1	
Haliburton	3		2	
Victoria			1	1
York			1	
Simcoe and Muskoka			3	1
Welland			1	
Oxford				1
Bruce				1
Middlesex		1		1
Elgin			1	
Kent			2	1
Lambton	1	1		
Essex	13	13	3	3
District of Algoma			2	2
District of Parry Sound and Nipissing	3	1	6	3
Eastern Ontario, R.C.S.S.	15	22	1	
Western Ontario, R.C.S.S.	2	7		2
Total, 1897	50		32	
Total, 1896	46		54	
Increase	4			
Decrease			22	
Total, 1898		47		22
Total, 1897		50		32
Decrease		3		10

Of the 22 teachers whose Third Class certificates were extended in 1898, 4 obtained Junior Leaving standing. The periods of service were :

	1897.	1898.
Three years and under	10	6
Four to six years	3	3
Seven years and over	19	13

APPENDIX K.—*INDUSTRIAL SCHOOLS, 1898.*

Hon. Geo. W. Ross, LL.D., Minister of Education, Toronto :

DEAR SIR,—I have the honor to submit the following report of the Victoria Industrial School and the Alexandra Industrial School for the year 1898.

Victoria Industrial School for Boys, Mimico.

Registered number for the year	180
Admitted during the year	54
Sent out during the year	57
Attended throughout the year	69
Total days' attendance	40,862

Alexandra Industrial School for Girls East Toronto

Registered number for the year	32
Attended during the year	15
Sent out during the year	9
Deaths	1
Attended throughout the year	7
Total days' attendance	6,764

Both schools continue to be well managed. I am glad to be able to report that the Police Magistrate has sent more boys this year than for the last few years.

Yours truly,

TORONTO, December, 20th, 1898. JAMES L. HUGHES.

APPENDIX L.—*DEPARTMENTAL LIBRARY, 1898.*

REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.

To the Honorable G. W. Ross, LL.D., M.P.P., Minister of Education.

The following is my Report of the operations of the Departmental Library for the year 1898.

The ordinary business of the library consists :

1. In the giving out of books to the students of the Normal School, and to Teachers and other persons, in terms of the official regulations relating to the library. A record of each book given out is made in a register, in which the parties borrowing books sign their names. by way of a receipt and as a guarantee that they will return the books in a given time.

2. The selection, in special cases, and the purchase of books is under the authority of the Minister. Each book is stamped as it is received, and a record of it made in an entry book.

3. The binding of books, periodicals and leading newspapers.

4. Preparation of catalogues, and the noting in them of new purchase of books.

5. Miscellaneous matters, including the examination and certifying of bills and accounts.

1. Record of Books given out during 1892-1898.

The following table shows a falling off in the number of books given out in 1898. This was chiefly owing to the removal of the School of Pedagogy to the Normal College at Hamilton.

——	1892.	1893.	1894	1895.	1896.	1897.	1898.
Given out in month of January	159	334	375	354	573	699	608
" " February	431	764	609	804	1,040	1,370	928
" " March	617	944	585	1,034	1,270	1,702	1,393
" " April	467	897	991	627	1,021	1,111	882
" " May	546	814	694	633	843	923	969
" " June	332	461	332	354	400	609	677
" " July	69	54	47	223	32	254	265
" " August	100	97	48	100	16	184	233
" " September	526	370	344	415	295	514	410
" " October	1,263	1,148	1,010	1,130	1,170	1,200	1,043
" " November	1,136	1,004	1,039	1,063	1,268	1,099	1,024
" " December	693	559	540	597	752	704	464
	6,339	7,446	6,614	7,334	8,680	10,369	8,896

2. Number of Books purchased in 1892-1898.

The number of books purchased in	1892 was	388
" "	1893 "	290
" "	1894 "	257
" "	1895 "	430
" "	1896 "	495
" "	1897 "	476
" "	1898 "	533

The number of specimen books, chiefly text books, sent to the Department in 1898 was 49, and the number of magazines, periodicals and newspapers received was 182.

Of the 533 books purchased for the library in 1898, 122 were, under the authority of the Minister, selected and purchased by me while recently in England on leave. In making this selection I was very much aided by my friend Mr. Marston, of the firm of Messrs. Sampson Low, Marston & Co., of the Saint Dunstan's House, Fetter Lane, Fleet Street, London.

The chief number of the books purchased by me in London was second hand, or old books out of print. They were selected from the catalogues of second-hand book dealers, in various parts of England, which Mr. Marston collected for me. Among these books are many rare ones, relating to the history of the Universities of Oxford, Cambridge and Edinburgh, etc., etc.

The most interesting of these books are the following:

University of Oxford:

Life of William of Waynflete, Bishop of Winchester . . . and founder of Magdalen College, Oxford. With Portrait and Illustrations. London, 1811.

University and City of Oxford. Displayed in seventy-two views. London, 1821.

Oxford University Statutes, in two volumes, with Illustrations:
Volume I.: The Caroline Code, or Laudian Statutes, promulgated in 1636.
Volume II.: The University Statutes, from 1769 to 1850. (1851).

William of Wykeham and his Colleges; with numerous Illustrations. (1852).

University of Cambridge:

Memorabilia Cantabrigiæ: or the different Colleges in Cambridge, with Biographical Sketches of their Founders and eminent men, with Portrait. London, 1803.

Illustrations on Steel of the College at Cambridge. (No date).

Storer's Delineations of Trinity College, Cambridge—with descriptions, a series of large steel engravings. (No date.)

University of Edinburgh:

History of the University of Edinburgh from 1580 to 1646, with copy of Charter granted to the University by James VI. of Scotland. By Professor Thomas Craufurd. Edinburgh, 1808.

History of the University of Edinburgh from its foundation. By Andrew Dalzel. Edinburgh, 1862. In two volumes.

The Story of the University of Edinburgh during its first three hundred years. By Sir Alexander Grant, Baronet. London, 1884. In two volumes.

Miscellaneous:

Letters on the Elementary Principles of Education. By Elizabeth Hamilton. In two volumes. London, 1810.

Liberal Education, or a Practical Treatise on the methods of acquiring Useful and Polite Learning. By Vicesimus Knox, M.A., Oxford. London, 1789. In two volumes.

Plans for the Government and Liberal Instruction of Boys in large numbers; drawn from experience. London, 1822.

Education and Self-Formation, based upon Physical, Intellectual, Moral, and Religious Principles. From the German of Dr. J. C. A. Heinroth, Professor at the University of Leipsic. London, 1838.

Necessity of Popular Education as a National Object, with hints on the treatment of criminals, and observations on homicidal insanity. By James Simpson, Advocate, Edinburgh, 1834.

The Royal English Dictionary; or a Treasury of the English Language, to which is prefixed a comprehensive Grammar of the English Tongue. By D. Fenning. London, 1761.

History of the Burgh Schools of Scotland. By James Grant, M.A. London and Glasgow, 1876.

Technical Training, being a suggestive sketch of a National System of Industrial Instruction, founded on a general diffusion of practical science among the people. By Thomas Twining, one of the vice-presidents of the Society of Arts. London, 1874.

Public Schools for the Middle Classes. By Earl Fortescue, Patron of the Devon County School, with an Appendix. London, 1864.

The History of Adult Education, in which is comprised a full and complete History of the Mechanics and Literary Institutions, Athenæums, Philosophical, Mental, and Christian Improvement Societies, Literary Unions, Schools of Design, etc., of Great Britain, Ireland, America, etc., etc. By J. W. Hudson, Ph.D., Secretary of the Manchester Athenæum, Founder of the Scottish and Northern Unions of Literary and Mechanics' Institutions, etc. London, 1851.

Harrow School and its Surroundings. By Percy M. Thornton, author of "Foreign Secretaries of the 19th Century." London, 1885.

3.—*Books, Magazines, etc., bound during the years 1892-1898.*

1892.	1893.	1894.	1895.	1896	1897.	1898.
79	109	136	141	98	99	90

4.—*Official Report on Education in Different Countries received during 1896, 1897 and 1898.*

——	1896.	1897.	1898.
Various Provinces of the Dominion	29	64	61
Various States of the American Union	36	47	53
Great Britain and Ireland	28	36	16
Buenos Ayres	10	.....	10
Montevideo	11	.....	6
Victoria	2	1	.....
Western Australia	1	1	4
Argentine Republic	.....	13	2
Co-ta Rica	5	1	2
France	3	8	1
Uruguay	.....	13	.....
Hawaii	.....	.....	1
Germany	.....	.....	1
Barbadoes	.....	1	.....
Japan	1	1	1
Jamaica	2	.....	1
New South Wales	.....	1	1
Cape of Good Hope	1	1	1
New Zealand	13	2	1
British Guiana	1	1	1
Queensland	1	1	1
Tasmania	1	2	1
Switzerland	.....	3	.....
Naval	1	.....	.....
Mauritius	2	.....	.....
Venezuela	1	.....	.....
Totals	149	199	165

5.—*Various Catalogues.*

1. *Education*—The Catalogue of Books relating to various subjects of Education and kindred subjects for the use of Students, Teachers and others has been reprinted. The present catalogue is a reprint, with large additions, of a catalogue of a more contracted character, printed in 1886.

2 *History of Canada*—A supplement of the catalogue of our very extensive variety of books on the Dominion of Canada and its various Provinces, printed in 1890, is now being prepared for issue this year. The various historical societies avail themselves of this collection of historical books—the members of which express themselves greatly pleased with the extent and variety of books in the collection.

3. *Miscellaneous.*—As stated in my report of 1896, we have catalogues in manuscript of (1) books on the classics and kindred subjects, (2) of works of art, and (3) of a number of rare text books, dictionaries, etc., presented to the library by the Venerable *Dr. Scadding, ex-master of* Upper Canada College.

6.—*Historiography.*

1. *Documentary History of Education in Upper Canada.*—Before leaving for England in 1897, on leave, I anticipated the usual period of preparing the fifth volume of the "Documentary History of Education in Upper Canada." By extra effort I was enabled to place it in the printers' hands before I left Canada. I am now engaged in preparing the sixth volume of that history, and, as formerly, I have much difficulty in gathering up the various threads of the narrative. I have had, therefore, a good deal of correspondence with several parties in regard to the "missing links," but so far with satisfactory results I have had, as before, to draw largely on private letters and other papers, which, by bequest of the Rev. Dr. Ryerson, were placed in my hands. The authorities of Queen's College, as a special favor, have lent me six volumes of pamphlets and documents relating to the College. Such of the contents of these volumes, as was necessary for my purpose, have been carefully copied for insertion in the current and subsequent volumes of the Documentary History.

I have also been in communication with the Very Reverend Vicar-General Kelly of the Archdiocese of Kingston, and also subsequently with the recently appointed Archbishop, in regard to the history of Regiopolis College. I hope, therefore, soon to be in possession of such information in regard to that College as will enable me to continue the narrative of its condition up to the time of its being closed in 1869. Owing to the exertion and liberality of the late Archbishop Cleary and the generous clerical friends of the College it was re-opened with gratifying success in September, 1896, with an attendance of fifty-four pupils.

Report on Elementary Schools in England—During my stay in England I was enabled to procure a mass of very interesting information in regard to the greatly developed system of Elementary Education in that country. I have embodied all of this information in the form of a Special Report on the subject for insertion as an Appendix (N) to your report for 1898. The statistics embodied in this report are those which were published in England by the Education Department there in its report for 1897-8.

J. GEORGE HODGINS,

Librarian and Historiographer.

TORONTO, 20th January, 1899.

APPENDIX M.—*COUNTY MODEL SCHOOLS*;

I. STATISTICAL TABLE,

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work during the term.	Number of assistants with 1st class certificates.	Number of assistants with 2nd class.
			$				
1 Athens	R. Thompson	1	700	1896	all day		3
2 Barrie	W. J. Hallett	1	900	1893	"	1	3
3 Beamsville	J. R. Bulmer	1	600	1898	"	1	3
4 Berlin	J. Suddaby	1	1,150	1877	"	1	5
5 Bracebridge	G. H. O. Thomas	1 N.P.	650	1885	"	1	4
6 Bradford	A. Orton	1	750	1888	"	1	3
7 Brampton	A. Barber	1	800	1894	"	1	3
8 Brantford	W. Wilkinson	M.A.	1,275	1872	5½ hrs.	2	13
9 Caledonia	A. B. Shantz	1	700	1895	all day		3
10 Chatham	T. C. Smith	1	800	1893	"	1	3
11 Clinton	W. R. Lough	1	825	1884	"		6
12 Cobourg	W. J. Hamilton	1	810	1893	"	1	7
13 Collingwood	E. Ward	1	950	1880	"		6
14 Cornwall	J. Connolly	1	900	1892	"		10
15 Durham	T. Allan	1	700	1888	"	1	3
16 Elora	L. K. Fallis	1	650	1894	"	2	3
17 Forest	J. Campbell	1	700	1894	"		5
18 Galt	R. Alexander	1	1,000	1875	"	1	7
19 Gananoque	J. C. Linklater	1	1,000	1888	"		5
20 Goderich	S. P. Halls	1	900	1894	"		11
21 Hamilton	W. H. Elliott	B.A.	1,300	1893	"	34	93
22 Ingersoll	H. F. McDiarmid	1	900	1885	"	2	7
23 Kincardine	F. C. Powell	1	850	1877	6 hrs.	1	3
24 Kingston	R. K. Row	B.A.	1,100	1885	all day	1	8
25 Lindsay	G. E. Broderick	1	1,000	1888	"		10
26 London	R. M. Graham	1	1,200	1891	"	1	9
27 Madoc	T. C. Tice	1	700	1897	"		5
28 Meaford	A. A. Jordan	1	750	1891	"		4
29 Milton	W. F. Inman	1	750	1893	"		4
30 Minden	F. C. Gillis	11	450	1897	"		1
31 Mitchell	C. M. French	1	800	1893	"		4
32 Mount Forest	H. Bewell	1	700	1897	5½ hrs.		7
33 Morrisburg	A. E. Meldrum	1	700	1895	5½ hrs.		4
34 Napanee	J. R. Brown	1	750	1897	all day		7
35 Newmarket	W. Rannie	1	700	1877	"	1	5
36 Norwood	H. R. Scovell	B.A.	610	1897	"		5

R. C. SEPARATE SCHOOLS.

Model Schools, 1898.

	Number of assistants with 3rd class.	Number of assistants with other class.	What time did assistant relieve a Principal from public work?	Is separate room provided?	Is there a professional library? No. of volumes?	Government grants.	Municipal grants.	Received from fees.	Number of divisions in school.	Number of divisions used for Model School purposes.	Number of pupils sent at one time to a division to observe or teach.	Length of time students are trained before being sent to the division to observe.	Length of time students are trained before being sent to the divisions to teach.
						$	$ c	$ c.					
1	1	.....	all day	1	41	150	150 00	125 00	4	4	6	6 wk's	6 w'ks
2	1	.....	"	1	45	150	150 00	100 00	9	9	3	6 "	6 "
3	.....	.....	"	1	75	150	150 00	100 00	4	4	5	6 "	6 "
4	4	.....	"	1	45	150	150 00	50 00	12	10	2	6 "	6 "
5	3	....	"	1	108	150	.....	65 00	9	8	6	5 "	6 "
6	.....	.....	"	1	46	150	150 00	72 00	4	4	4	6 "	7 "
7	.....	.....	"	1	40	150	250 00	69 00	10	10	4	6 "	8 "
8	2	.....	"	1	220	150	150 00	30 00	17	12	4	4 "	6 "
9	.....	.....	"	1	175	150	150 00	135 00	4	4	8	6 "	6 "
10	1	.....	"	1	300	150	150 00	215 00	11	10	4	6 "	7 "
11	2	.....	"	1	45	150	150 00	145 00	8	8	4	6 "	6 "
12	3	.....	"	1	60	150	150 00	78 00	5	11	4	6 "	6 "
13	8	.....	"	1	52	150	150 00	50 00	14	14	2	6 "	6 "
14	.....	1	"	1	50	150	150 00	170 00	11	10	3	6 "	6 "
15	1	1	"	1	40	150	150 00	105 00	6	5	3	6 "	8 "
16	.....	.....	"	1	58	150	150 00	102 50	5	5	5	6 "	6 "
17	.....	.....	"	1	40	150	150 00	150 00	6	6	5	6 "	6 "
18	.....	.....	"	1	48	150	150 00	55 00	8	8	6	4 "	7 "
19	6	.....	"	1	51	150	150 00	60 00	12	6	3	6 "	6 "
20	1	.....	"	1	55	150	150 00	125 00	12	12	4	5 "	5 "
21	13	10	"	1	600	150	150 00	120 00	12	11	4	4 "	4 "
22	3	.....	"	.....	46	150	50 00	27 50	13	11	3	6 "	7 "
23	2	.....	6 hrs.	1	38	150	150 00	85 00	6	6	3	3 "	6 "
24	.....	.....	all day	1	160	150	150 00	180 00	8	42	4	4 "	4½ "
25	.....	.....	"	1	50	150	150 00	166 50	19	17	2	3 "	6 "
26	.....	.....	"	1	40	150	88 24	165 00	10	10	4	5 "	6 "
27	.....	.....	"	.....	34	150	250 00	171 00	0	6	6	5 "	5 "
28	4	.....	"	1	52	150	150 00	80 00	8	8	2	6 "	8 "
29	2	.....	.....	1	44	150	200 00	130 00	6	5	5	6 "	6 "
30	1	.....	all day	1	40	150	150 00	50 00	8	8	5	6 "	6½ "
31	3	.....	"	1	40	150	150 00	50 00	7	7	2	6 "	6 "
32	2	.....	"	1	51	150	150 00	130 00	9	9	4	6 "	6 "
33	3	.....	5½ h·s.	1	53	150	2,611 00	155 00	7	7	5	5 "	5 "
34	.....	.....	all day	1	50	150	200 00	100 00	10	8	3	6 "	8 "
35	.....	.....	"	1	60	150	175 00	57 50	6	6	2	4 "	6 "
36	....	.....	"	1	40	150	150 00	90 00	5	5	6	5 "	7 "

APPENDIX M.—*COUNTY*

I. Statistical Table,

Name of Model School.	During how many weeks do students teach in the division?	How many hours per day.	Total number of classes in the divisions used for Model School purposes.	Average number of teachers taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	How long does a student remain in a division before passing to another.	Number of students on roll.
1 Athens	6 weeks	2	11	20	45	20 mins.	4 days	25
2 Barrie	6 "	30 m.	23	20	14	20 "	4 "	20
3 Beamsville	6 "	1½	11	20	36	20 "	6 "	20
4 Berlin	6 "	1¼	18	24	17	25 "	4 "	10
5 Bracebridge	6 "	2	16	20	19	15 "	2 "	23
6 Bradford	6 "	3	10	20	30	20 "	6 "	15
7 Brampton	6 "	1½	20	30	22	20 "	3 "	17
8 Brantford	6 "	2	21	26	10	30 "	2 "	7
9 Caledonia	6 "	2½	8	15	10	20 "	6 "	27
10 Chatham	4 "	1¼	22	20	40	20 "	2 "	43
11 Clinton	5 "	1	18	20	18	20 "	3 "	29
12 Cobourg	6 "	½ day	30	25	15	30 "	2 "	18
13 Collingwood	4 "	1½	21	17	8	20 "	1 week	10
14 Cornwall	6 "	1	20	18	29	20 "	1 "	33
15 Durham	4 "	1½	13	18	29	20 "	3 days	21
16 Elora	6 "	1¼	14	11	18	18 "	3 "	23
17 Forest	6 "	1½	17	18	23	20 "	6 "	28
18 Galt	4 "	1½	15	21	17	20 "	1 "	13
19 Gananoque	6½ "	[illegible]	14	20	17	20 "	1 week	12
20 Goderich	6 "	1½	22	24	26	20 "	4 days	25
21 Hamilton	8 "	1	.....	20	8	25 "	6 "	24
22 Ingersoll	5 "	1¼	14	25	8	22 "	4 "	6
23 Kincardine	7 "	1½	18	18	17	25 "	3 "	17
24 Kingston	8½ "	[illegible]	42	18	13	20 "	9 "	36
25 Lindsay	7 "	1	43	20	16	20 "	2 "	36
26 London	6 "	1½	15	20	47	20 "	2 "	34
27 Madoc	7 "	1	15	13	29	15 "	3 "	35
28 Meaford	3 "	1½	13	20	15	25 "	1 "	16
29 Milton	6 "	1½	17	18	27	20 "	1 week	26
30 Minden	6 "	1¼	10	17	17	20 "	6 days	10
31 Mitchell	6 "	40 m	9	21	23	20 "	4 "	10
32 Mount Forest	6 "	1¼	19	18	3	20 "	2 "	28
33 Morrisburg	7 "	1¼	15	16	16	22 "	6 "	35
34 Napanee	5 "	1	17	20	23	20 "	3 "	20
35 Newmarket	5 "	1	6	25	25	20 "	2 "	12
36 Norwood	5 "	1½	12	18	27	24 "	4 "	18

MODEL SCHOOLS, ETC.

Model Schools, 1898.

	Male.	Female.	Number who passed final examination.			Number with senior leaving certificates.	Number with junior.	Number with primary.	Number with district.	Allowance made by trustees to principal's assistant.	Number of renewals granted by the board.	Average age of students.
			Male.	Female.	Total.							
1	7	18	7	18	26	.....	13	12	... ..	120	2	19
2	6	14	6	12	18	1	9	10	....	.....	6	20
3	7	13	6	12	18	. .....	12	8	....	125.	7	19½
4	5	5	5	5	10	.....	6	4	. . . .	50 p.m.	14	19½
5	6	17	6	5	11	.....	3	5	9	150	... ...	18
6	8	7	8	7	15	..... .	4	9	2	125	....	19
7	6	11	5	11	16	1	7	9	.....	.....	.. . ...	19¼
8	2	5	.....	.....	.....	2	4	1	.....	.....	1	18
9	15	12	15	12	27	.....	18	9	....	125	9	19½
10	11	32	10	31	41	3	25	15	.....	175	49	18½
11	15	14	15	14	29	....	16	13	... .	125	17	19½
12	11	7	9	4	13	1	5	12	.....	140	12	20
13	8	2	8	2	10	... . .	3	7	.... ..	130	... .	20
14	10	23	9	21	30	.....	17	16	.....	150	26	19
15	6	15	6	14	20	1	6	14	....	125	2	19
16	11	12	8	11	19	1	11	11	.....	125	10	19½
17	11	17	10	13	23	.....	15	13	.....	125	5	19½
18	6	7	6	6	12	.....	8	5	.....	150	..... .	19
19	5	7	5	7	12	.... ..	5	7	.....	150	13	18½
20	13	12	12	10	22	.... ..	8	17	.....	150	27	19½
21	10	14	9	12	21	3	17	4	.....	.....	16	20½
22	3	3	3	3	6	.....	6	.....	.....	50	.....	19
23	6	11	5	9	14	1	9	7	.....	.....	21	19
24	12	24	12	24	36	4	10	11	11	99	15	18¾
25	11	25	9	23	32	....	12	24	....	.....	16	19½
26	9	25	9	25	34	3	21	10	.....	250	....	19½
27	12	23	12	23	35	..... .	13	9	3	140	25	19
28	8	8	.....	.....	.....	1	7	8	. .....	100	.... .	19
29	9	17	7	17	24	3	12	9	.....	150	10	19½
30	.....	10	...	10	10	.....	...	.....	10	88	7	18½
31	2	8	2	8	10	1	7	2	.....	125	.... .	18¾
32	11	17	9	14	23	.....	12	16	.....	140	7	19
33	17	18	17	18	35	1	8	29	.....	150	. .....	19
34	9	11	8	11	19	.....	6	13	1	200	.....	19
35	5	7	5	7	12	1	9	2	.....	150	.....	19½
36	11	7	11	7	18	3	7	8	.....	130	5	19

APPENDIX M.—*COUNTY*

I. Statistical Table,

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work during the term.	Number of assistants with 1st class certificates	Number of assistants with 2nd class.
			$				
37 Orangeville	M. N. Armstrong	1	800	1885	all day	2	7
38 Owen Sound	T. A. Reid	1	1,000	1894	"	.....	12
39 Parry Sound	A. M. Currie	1	700	1896	.....	1	4
40 Perth	M. M. Jaques	1	1,000	1884	all day	.....	6
41 Picton	R. F. Greenlees	1	800	1866	"	.....	7
42 *Plantagenet	D. Chenay	1	1,200	1890	½ day	.....	1
43 Port Hope	F. Wood	1	1,000	1885	all day	.....	15
44 Port Perry	A. M. Rae	1	800	1877	5½ hrs	2	2
45 Prescott	C. Macpherson	1	1,000	1871	all day	.....	6
46 Renfrew	E. N. Jory	1	825	1891	"	.....	.....
47 Richmond	R. J. Brown	1	600	1898	"	1	2
48 St. Thomas	N. M. Campbell	1	1,000	1876	"	.....	8
49 Sarnia	A. Wark	1	950	1867	"	.....	9
50 Simcoe	I. S Rowat	1	800	1889	"	I	7
51 Stratford	J. R. Stuart	1	1,000	1887	"	.....	21
52 Strathroy	T. Dunsmore	1	850	1882	"	.....	8
53 Toronto	W. E. Groves	1	1,150	1895	"	2	9
54 Toronto Junction	W. Wilson	1	900	1889	"	.....	10
55 Vankleekhill	S. J. Keys	1	750	1898	"	.....	4
56 Walkerton	E. J. Rowlands	1	850	1893	"	1	7
57 Welland	S. C. Woodworth	1	800	1890	"	2	3
58 Whitby	J. A. Brown	1	950	1877	"	.....	3
59 Windsor	G. W. Chisholm	1	900	1895	"	.....	7
60 Woodstock	S. Nethercott	1	900	1893	"	.....	27
Total	.....	1 M.A. 3 B.A. 55 I. 1 II.	.....	.....	.....	66	494

* French

DEL SCHOOLS, ETC.

DEL SCHOOLS, 1898.

class.	Number of assistants with other class.	What time did the assistants relieve a Principal from public work?	Is separate room provided?	Is there a professional library; Number of volumes?	Government grants.	Municipal grants.	Received from fees.	Number of divisions in school.	Number of divisions used for Model School purposes.	Number of pupils sent at one time to observe or teach.	Length of time students are trained before being sent to the division to observe.	Length of time students are trained before being sent to the divisions to teach.
					$	$ c.	$ c.					
1	.....	all day	1	45	150	150 00	85 00	10	8	2	6 w'ks	6 w'ks
1	.....	.....	1	60	150	150 00	120 00	13	13	3	6 "	8 "
1	2	.....	1	42	300	.....	95 00	7	7	3	6 "	7 "
2	1	all day	1	68	150	150 00	5 00	10	9	5	6 "	7 "
..	.....	"	1	60	150	150 00	115 00	8	8	3	7 "	7 "
9	2	.....	1	60	950	400 00	.....	4	3	18	2 "	3 "
....	...	all day	1	55	150	150 00	75 00	15	10	3	6 "	6 "
2	.....	"	1	50	150	150 00	75 00	6	6	4	6 "	7 "
..	.....	"	1	65	150	150 00	125 00	6	6	4	6 "	8 "
..	.....	"	1	52	150	150 00	125 00	8	7	3	6 "	6 "
....	.....	"	1	42	150	500 00	30 00	3	3	7	7 "	7 "
....	.....	"	1	50	150	150 00	180 00	8	8	3	5 "	6 "
....	.....	.....	1	52	150	150 00	65 00	9	9	2	6 "	6 "
....	.....	all day	1	75	150	150 00	105 00	8	8	3	7 "	8 "
4	.....	.....	1	55	150	150 00	145 00	25	22	3	6 "	6 "
....	.. ...	all day	1	56	150	150 00	50 00	9	8	3	6 "	6 "
....	3	"	1	189	150	150 00	190 00	12	12	13	3 "	6 "
....	1	"	1	50	150	150 00	120 00	10	10	3	6 "	6 "
....	.....	"	1	213	150	300 00	82 50	4	4	4	6 "	7 "
1	.....	"	1	55	150	150 00	120 00	9	9	3	6 "	6 "
2	.....	"	.....	300	150	150 00	95 00	7	6	3	6 "	7 "
1	3	"	1	79	150	150 00	35 00	7	7	2	5 "	6 "
1	.....	"	1	35	150	150 00	110 00	8	8	3	6 "	6 "
1	1	"	1	115	150	150 00	70 00	30	12	2	6 "	8 "
92	25	.....	.....	60-4,915	9,950	12,074 24	5,976 50	.....	.....	.....	.....	.....

ing school.

APPENDIX M.—*COUNTI*

I. Statistical Table,

Name of Model School.	During how many weeks do students teach in the division?	How many hours per day?	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	How long does a student remain in a division before passing to another.	Number of students on roll.
37 Orangeville	6 weeks	40 m	16	24	25	20 mins.	4 days	17
38 Owen Sound	4 "	1¼	18	18	26	25 "	2 "	26
39 Parry Sound	4 "	3	12	21	33	20 "	1 "	19
40 Perth	6 "	1.20	18	20	38	20 "	6 "	34
41 Picton	6 "	1½	16	18	18	20 "	3 "	23
42 *Plantagenet	4 "	3	8	6	13	30 "	2 "	18
43 Port Hope	5½ "	1	16	20	18	20 "	5 "	15
44 Port Perry	6 "	1	14	20	21	20 "	4 "	15
45 Prescott	4 "	1½	12	30	15	20 "	3 "	25
46 Renfrew	7 "	1½	14	16	28	20 "	1 week	25
47 Richmond	6 "	3	8	18	47	20 "	7 days	28
48 St. Thomas	6 "	1	8	27	54	20 "	2 "	16
49 Sarnia	7 "	1½	24	26	16	20 "	3 "	15
50 Simcoe	4 "	1½	11	20	38	20 "	2 "	21
51 Stratford	6 "	1½	43	24	19	20 "	1 week	33
52 Strathroy	6 "	1½	22	25	12	25 "	4 days	10
53 Toronto	6 "	40 m.	12	18	30	20 "	1 "	30
54 Toronto Junction	6 "	1	14	18	30	20 "	3 "	24
55 Vankleekhill	5 "	3	12	16	20	15 "	4 "	17
56 Walkerton	7 "	2½	19	18	22	20 "	4 "	24
57 Welland	5 "	1½	16	20	23	20 "	4 "	19
58 Whitby	6 "	1½	16	28	12	20 "	6 "	7
59 Windsor	7 "	1	12	25	50	20 "	6 "	22
60 Woodstock	5 "	1½	20	20	20	35 "	5 "	14
Total								1,288

* French

ODEL SCHOOLS, ETC.

ODEL SCHOOLS, 1898.

Male.	Female.	Number who passed final examination.			Number with senior leaving certificates.	Number with junior.	Number with primary.	Number with district.	Allowance made by trustees to principal's assistant.	Number of renewals granted by the board.	Average age of students.
		Male.	Female.	Total.							
10	7	10	6	16	1	5	11	....	115	10	19
8	18	6	18	24	.....	9	17	.....	.....	2	19
8	11	8	11	19	.....	....	1	18	125	17	20
7	27	5	25	30	.....	17	17	.. .. ..	125	12	19
9	14	7	12	19	.....	7	16	.....	135	9	19
8	10	6	7	13	....	.....	.... ..	.....	.. ..	....	19
6	9	6	7	13	1	9	5	.....	.....	9	19
7	8	7	8	15	.....	6	9	.....	125	8	20
9	16	9	16	25	4	9	12	.....	150	9	18½
6	19	6	19	25	.. . ...	6	12	7	125	21	18½
8	20	8	20	28	.....	8	20	.....	198	48	19
10	6	9	6	15	2	8	6	.....	.....	14	19
6	9	6	8	14	1	7	7	.....	.....	2	19
15	6	14	5	19	1	5	15	....	160	12	19½
11	22	8	19	27	5	14	14	.....	....	16	18½
3	7	3	7	10	1	7	2	.....	175	.....	20½
1	38	.... ..	37	37	2	32	5	.....	220	23	19½
6	18	5	18	23	1	13	10	. .....	150	.....	19
14	3	3	13	16	.....	5	12	.....	130	8	19
15	9	15	6	21	1	13	10	.....	130	20	18½
7	12	6	12	18	3	8	8	.....	140	11	19
2	5	2	5	7	.....	4	3	....	120	8	19½
8	14	6	12	18	1	7	10	4	160	13	18½
6	8	6	8	14	3	8	3	.....	.....	14	19
494	794	435	731	1,166	.....	....	.....	... .	.....	608	19

ining school.

2. Roman Catholic Separate School Statistics, 1898.

Location of schools.	Number of school districts.	Number of buildings.	Number of teachers.	Male teachers.	Female teachers.	Religious teachers.	Secular teachers.
Rural sections	198	203	241	32	209	47	194
Villages	18	19	45	2	43	31	14
Towns	43	52	173	13	160	106	67
Cities	12	73	291	37	254	256	35
Total, 1898	271	347	750	84	666	440	310
Total, 1897	266	.....	725	.....	.....	418	307

New Sections.—1 Balfour and Rayside (Chelmsford), 6 Caledonia (St. Albert), 1 Dunnett and Rutter (Warren), 3 Griffith and Matawatchan (Griffith), 4 South Plantagenet (Fournier).

High School Entrance Examination.

	No. that wrote.	No. that passed.	Per cent. succes-ful.
1898	825	500	61
1897	731	530	72
1889	470	261	55

PPENDIX N. — *ON POPULAR EDUCATION IN ENGLAND, BY DR. HODGINS.—MANITOULIN ISLAND, BY W. HOUSTON, M.A.—MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARD OF EXAMINERS.—LIST OF HIGH SCHOOL PRINCIPALS AND ASSISTANTS.*

1. On Popular Education in England, 1897 8, by J. G. Hodgins, LL.D.

) the Honourable the Minister of Education for Ontario.

I enclose herewith, for publication, as an appendix to your Report, a special Report ı the state and progress of "Popular Education in England"—the statistics illustrat-g which I have brought down to the latest date of their publication in England, viz., 1897-98.

I was prompted to prepare the substance of this Report, while recently in England, ı leave, when I became aware of the remarkable progress which had been made in lucational affairs there, since 1845, when I accompanied the Rev. Dr. Ryerson, late Chief ıperintendent of Education, in his visit to various Schools in England and Scotland.

I found upon enquiry, that in 1844—the year in which the Rev. Dr. Ryerson was ›pointed to his office, (and I as his assistant,)—the grant made by Parliament in aid of ›pular education in England and Wales did not exceed the sum of £40,000; while, in is last year, (1898), when I was in England, this grant had arisen to the truly imperial ım of £8,520,175 for elementary education, besides the grants of £3,445,621 for educa-›n in Ireland and Scotland, or a total of £11,965,796 for the three Kingdoms. Of urse, the question naturally arose, as to what were the causes which brought about so markable a change in public opinion, in England, in regard to popular education.

This question is partially answered by the Honourable George C. Broderick, Warden Merton College, Oxford, in an article which he wrote in the *Fortnightly Review* for ıly, 1895. In that article he points out what has been the result of the far reaching and ›werful influence of Oxford and Cambridge in stimulating and moulding public opinion England on the subject of Elementary, as well as Secondary, Education in that country.

Two other influences have been, of late years, at work in England to produce a like ›sult. These influences have been almost as strong and effective as that of the Universi-es, but they were of a totally different character, and of a more direct and practical kind.

The first, and most potent, of these influences has been partly commercial, in its ›tive side, in pursuit of openings, and partly national, in its competitive form. The her educational factor, which has produced good results, and which has largely helped to ould public opinion, has been the practice of prominent men and politicians, of all ıades of opinion, to address gatherings of various kind on some special educational pic. These addresses rarely take a political form; but deal with such questions as Commercial Education," "Agricultural Education," "Training Colleges," "Secondary ›hools," "Manual Training," "Naval and Military Education," "Museums," "College ndowments," "Technical Instruction," and "Science Schools," etc.

This feature of English educational life is dealt with more fully in the last Chapter this Report, I would, therefore, refer you to it for fuller information on the subject.

I have briefly referred, in some Chapters, to the interesting collateral subjects of ıdustrial Education, Secondary Schools and University Extension in England.

J. GEORGE HODGINS.

Toronto, 20th of February, 1899.

Preliminary Remarks.

I was much surprised and interested, on coming to England, on leave, to find how absorbing a topic Public Education had become of late years in that country.

I was the more interested in the condition and progress of Education in England, from the fact that, in a visit with the Rev. Dr. Ryerson to various Schools in that Country in 1845, we found that, with the exception of the Borough Road Training School, London, and St. Mark's Training College, Chelsea, and what might be termed their Schools of Practice, and some other Elementary Schools under private control, there was practically little organized effort made to promote Popular Education in England.*

Another fact, which tended to increase my interest in Public Education in England was that I had, (in 1862-63 and in 1868 69), the rare advantage of meeting two most distinguished English Educationists—in the former year, the Rev. James Fraser, then Education Commissioner to the United States and Canada, and afterwards the able and distinguished Bishop of Manchester; and, sometime afterwards, the Right Hon. W. E. Forster, the Founder, in 1870, of the present System of Popular Education in England. These Gentlemen having been in Canada, as intimated, discussed with the Rev. Dr. Ryerson, at some length, the general subject of education, and its development in Upper Canada, and I was requested to furnish them with such details of our Public School System as might be of interest to them, which I did.

I had frequently occasion to furnish information in regard to our Upper Canada School System to many other Gentlemen from time to time. In a Note received from the Rev. Dr. J. H. Rigg, Principal of the Wesleyan Training College at Westminster, he says:—"I remember distinctly my introduction to you in 1873, and your ready help in explaining to me the work and the plans and arrangements carried out by Dr. Ryerson, with your aid."

CHAPTER I.—THE ENGLISH SCHOOL LEGISLATION OF 1870, AND SUBSEQUENTLY.

Mr. Forster's notable School Act of 1870 forms the ground work and foundation of all subsequent School Legislation in England: and each of the successive Education Acts of 1873, 1874, 1876, 1880, 1890, 1891, 1893 and 1897, (of which latter there are three), are made to "read" as part of the original Forster Act of 1870.

The Education Department, (or the "Lords of the Committee of the Privy Council on Education,") exercise an active official control over both the Voluntary and the Board Schools. This it is enabled the more effectively to do, by reason of the fact, that the Parliamentary Grants for these Schools is, by the Legislature, placed at its disposal. This Grant the Department impartially administers to both classes of Schools alike, being guided in its distribution by the carefully prepared and very full Reports of the School Inspectors.

The popular interest with which the subject of Public Education is regarded in England at present is greatly stimulated by recent legislation, and by the increased efforts, as the result of that legislation, of the several educational organizations, which are recognized and aided, as such, by the central authority, or the "Lords of the Committee of the Privy Council on Education" These organizations are active co-operative workers, and, by their zeal in maintaining Schools, give practical proof of their own vitality, and of their earnestness in promoting the cause of popular education in England, from their own standpoint.

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* Having embodied a good deal of information, in regard to these, and other, Schools in England in 1815-6, in the Fifth Volume of the "Documentary History of Education in Upper Canada," I need not *further refer to the matter* here.

The Voluntary Educational Co-Workers in England.

Of these voluntary organizations there are five, acting independently of each other, and rivalling, more or less successfully, in many respects, the "Board", or purely Government, Schools of the Country. They are:—(1) the Anglican "National Society;" (2) the "Roman Catholic;" (3) the "Wesleyan Committee on Education;" (4) the non-denominational "British and Foreign Society," and (5) the "Church of England (evangelical) Home and Colonial School Society."

The comparative strength and vitality of these five "Voluntary School" Societies, and of the Government "Board Schools," may be seen from the following Table, taken from the Privy Council Education Report for 1897-98:

——	No. of Schools.	Accommodation.	Average Attendance.
1. Anglican	11,813	2,756,911	1,869,398
2. Roman Catholic	1,018	380,241	240,191
3. Wesleyan	456	181,288	124,438
4 and 5. British and Foreign, and the Home and Colonial	1,131	348,994	231,118
	14,418	3,667,434	2,465,190
Board Schools	5,539	2,552,724	2,022,850
Grand Totals	19,957	6,220,158	4,488,040

In addition to these several School organizations, there are some active propagandist associations, which have been organized for the purpose of opposing, or championing, the "Board," or "Voluntary", school systems, as the case may be. Other educational associations exist. Among them are those for the purpose of promoting "Technical and Secondary Education," "for the maintenance of definite Religious Education in the Public Elementary Schools," and for various other purposes. There are also Teachers' "Associations," "Guilds," and "Unions," for the purpose of advancing their several interests.

Maintenance of the English Elementary Schools Board and Voluntary.

Owing to recent agitation in England of the subject of popular education,—stimulated by the demands of the Voluntary Schools,—the Imperial Parliament, in 1897, passed a brief Act, providing liberally for the maintenance of Voluntary Schools, as managed by the various Religious and other organizations named. This was done without in any way diminishing the Grant, or directly, or indirectly, interfering with the right secured to the Board Schools by the Forster School Act of 1870, of requiring the "rating authority" of a locality to raise, by "local rate," such sums, to make up deficiencies, as might be required by the School Board. While the Voluntary Schools Act of 1897 has not perceptibly weakened the claims, or lessened the rights, of the School Boards, it has given a wonderful impetus to the cause of Voluntary Schools, and has awakened among their supporters a latent interest in their success throughout England. This fact is emphasized in the recent Reports of the various Voluntary School Societies. They all

more or less dwell, with great satisfaction, upon what they regard as an assured certainty that Voluntary Schools have finally "come to stay;" but this is very doubtful, as I have endeavored to show in Chapter XIII.

As a set-off to this Grant to Voluntary Schools, Parliament made another Special Grant to the Board Schools, but of a very much smaller amount.

Before referring in detail to the interesting history and characteristic features of the various Denominational organizations, for the support and maintenance of Voluntary Schools in England, it may be desirable to note down a few facts which illustrate what may be considered the comprehensive and greatly improved character of the present System of Popular Education in that Country, as embodied in the Acts of Parliament, expanded and amplified, as they are, in the yearly "Code" of the "Lords Committee of the Privy Council on Education."

CHAPTER II.—SPECIAL CHARACTERISTICS OF THE ENGLISH ELEMENTARY SCHOOL SYSTEM.

1. And first, I may refer to the Parliamentary Grant. This, to a colonial mind, seems marvellously great. Only fancy £8,056,758 as the grant of 1897-98 for "elementary schools" of various kinds, including £37,160 as pensions for Teachers, in England and Wales, and also £171,856 for Training Colleges. This sum of £8,056,758 is equal (at the rate of $4.85 to the pound sterling) to $39,808,777, or over thirty-nine millions of dollars for elementary and training schools in England and Wales for one year. Including "administration" and "inspection" the aggregate expenditure for Public Education in England and Wales for 1897-98 does not fall far short of $45,000,000. I may here state that the Elementary School Grant of the same year for Ireland is £1.221,734, and for Scotland £1,281,867, or £11,023.776 in all for the promotion of Popular Education in the three Kingdoms—over Fifty Millions of dollars for one year!

The Act of 1891, Establishing Free Rural Schools in England.

2. The next feature of the English School System, to which I would allude, is the Parliamentary provision, in the Act of 1891, for the establishment of practically "free schools," chiefly in the rural parts of England and Wales. This is done by what is called a "fee grant;" that is, a grant over and above, and in addition to, the ordinary Parliamentary Grant to a School, on the basis of average attendance. This Grant is designed to enable School Managers to dispense with school fees from pupils, or to diminish the amount of the fees payable to a School. Its effect is gradually to do away with school fees altogether. This incident of the "fee grant" is not altogether popular with the Managers of Voluntary Schools, as they cannot fall back upon a school rate, as can the Board Schools, to make up any "deficiency" caused by the loss of the accustomed fees.

The number of free schools in England in 1897-98 was 16,912, out of 19,957; attended by 4,771,897 pupils, out of 6,220,158 on the rolls.

Nature of the Manual Training in the English Elementary Schools.

3. The third feature of the English School System, to which I would call attention, is the "movement for the introduction," as the recent Report of the Education Department states, "of manual training into all classes of schools, as a corrective to an excess of book work." In addition to this valuable and interesting feature of the English School System, the Education Department has provided for facilities being given in Schools for the practice of "cookery and laundry work, housewifery, practical woodwork and cottage gardening, etc. In order to promote the introduction into the schools generally, (and especially into the country schools,) of these practical and useful adjuncts to Education, the Department makes a special grant per unit of the average attendance of pupils, who,

upon examination, satisfies the Inspector of reasonable proficiency in these subjects. It was felt, and so expressed, that to prescribe, or recommend, the introduction of these several subjects into the Elementary Schools would not be acceptable, or be productive of practical results, unless provision was also made for specific grants for those pupils who should excel, more or less, in these various subjects.

As the late Report of the Education Department has gone somewhat fully into the reasons for the introduction of these practical features into the English country Schools, I am enabled to call attention to them, as characteristic of the English School System. They show how thoroughly and systematically the whole subject has been considered by the Department, and how practically these matter-of-fact details have been interwoven of late years into the very fibre of the system.

In order to fortify myself and my judgment in these matters, I have corresponded freely with representative men, who are practically engaged in school administration and management, and have to do with its many details.

I hope, later on, to be enabled to give the substance of the opinion of these men, who are there on the spot, and who can speak with authority, and as the result of their own personal experience. Although I have only referred to two systems of Parliamentary Grants to Schools, there are in reality four systems of Grants, to which I shall refer more fully hereafter. I shall then deal more at length with those features of the English School System which are comparatively new, and which will best illustrate what I regard as evidence of the growth and expansion of the English Elementary School System, and of the practical and progressive nature of recent school legislation in England.

CHAPTER III.—SUMMARY HISTORY OF ELEMENTARY SCHOOLS IN ENGLAND.

Considering the complex nature of the machinery for promoting Popular Education in England, it would be very difficult for those not acquainted with the subject to understand how admirably, upon the whole, its several parts work together, and that, too, with so little friction, under the judicious control of the paramount central authority, known as "my Lords Committee of the Privy Council on Education." I shall, therefore, here make a brief reference to the influential organizations, which form part of that machinery, and which, although subsidiary, are yet co-ordinate workers in the great educational field, and which, as such, have, in past years, rendered important service to the cause of Popular Education in England.

Early History of the Voluntary School System in England.

The operations of various Voluntary educational Societies in England date back to a time long before the Government took any official interest in Elementary Schools, or made Parliamentary Grants in aid of popular education.

The first movement, in favour of the education of the masses, was made by the (educationally) well-known Joseph Lancaster, in the year 1798. In 1805, King George III. gave his strong personal influence to, and warmly commended to public confidence and patronage, Lancaster's work and labours. To promote the cause, and also to encourage Lancaster in these labours, the House of Commons passed a Bill in 1807 to enable ratepayers to establish a School in each Parish; but the measure was rejected by the House of Lords, on the ground, that it left little or no control of the School to the Parish Minister. In 1808, the Royal Lancastrian Society was formed. In 1810, the name was changed to that of the British and Foreign School Society, a name which it still retains. It was not until 1833, (the year in which I came to Canada), that the first Parliamentary Grant of £20,000 was made for the promotion of Elementary Education in England and Wales, but only £17,700 of it was expended for that purpose.

The Bell and Lancaster Monitorial System.

In a valedictory address by the Rev. Dr. Waller, on his retirement as President of the Wesleyan Conference in 1896, he thus referred to these early educational movements in England:

"By far the best service rendered by the Rev. Dr. Andrew Bell* and Mr. Joseph Lancaster was in arousing a spirit of enthusiasm in favour of education. Their greatest disservice sprung out of their dispute—'in its origin largely a personal one'—which ended in the formation of two separate educational camps. The religious struggle was probably inevitable from the first. At any rate, two educational Societies arose—the British and Foreign School Society, founded in 1810 by Nonconformists, who were the followers of Lancaster, and the National Society, established in 1811 by Members of the Church of England, who were the followers of Bell. Then began the religious difficulty in Schools. During the first third of the present century the education of the children of the poor was carried on exclusively by voluntary agencies. It was during this period that those two great educational Societies came into existence. Two names stand out prominently, and they deserve to be honoured. I refer to Joseph Lancaster and Andrew Bell. These two men were the first to formulate a scheme, and they were, in some sense, the parents of our present system.

"These men had the power to inspire others with the zeal by which they were animated. Voluntary effort to educate the poor was greatly stimulated, and Schools were started in most of the Towns of this Country. They were the authors of the 'monitorial' system—possibly the best agency then available."

Joseph Lancaster's Interview with King George III.

Joseph Lancaster's efforts to establish Schools were first made in 1798, when he opened his first School in Southwark, London. In 1805, George III., who became greatly interested in Lancaster's work, sent for him. A former School Inspector, Sir Joshua Fitch, thus describes the quaint interview between them, as related by Mr. Corston, a contemporary of Lancaster's. It is a most interesting narrative, describing, as it does, the origin of an educational movement, and also an experiment in teaching, unique of its kind, which might be considered as the parent, or fore-runner, of many other similar experiments in modes of teaching.

Mr. Corston says:—"On entering the royal presence at Weymouth, the King said: 'Lancaster, I have sent for you to give me an account of your system of education, which, I hear, has met with opposition. One Master teaches 500 children at the same time! How do you keep them in order, Lancaster?' Lancaster replied: 'Please, thy Majesty, by the same principle thy Majesty's army is kept in order—by the word of command.' His Majesty replied: 'Good, good. It does not require an aged General to give the command, one of younger years can do it?' Lancaster observed that, in his Schools, the teaching branch was performed by youths, who acted as monitors. The King assented and said 'Good.' Lancaster then described his system, and he informed me that they all paid great attention and were highly delighted. And as soon as he had finished, His Majesty said: 'Lancaster, I highly approve of your system, and it is my wish that every poor child in my dominions should be taught to read the Bible. I will do anything you wish to promote this object. 'Please, thy Majesty,' said Lancaster, 'if the system meets thy Majesty's approbation, I can go through the country and lecture on the system, and have no doubt but, in a few months, I shall be able to give thy Majesty an account where 10,000 poor children are being educated, and some of my youths instructing them.' His Majesty

*The tablet monument to the Rev. Dr. Bell, which I saw in Westminster Abbey, represents him as instructing a class of children.

immediately replied: 'Lancaster, I will subscribe £100 annually,' and, addressing the Queen, 'you shall subscribe £50, Charlotte, and the Princesses £25 each,' and then added, 'Lancaster you may have the money directly.' Lancaster observed, 'Please thy Majesty, that will be setting thy nobles a good example.'"

ORIGIN OF THE BRITISH AND FOREIGN SCHOOL SOCIETY, (NON-DENOMINATIONAL).

The Royal Lancastrian Society, organized in 1808, became the non-denominational British and Foreign School Society in 1810. The constitution of the Society declares that it is founded for "promoting the education of the labouring and manufacturing classes of society of every religious persuasion; and for the purpose of making manifest the extent of its objects . . . It shall support and train up young persons of both sexes for supplying properly instructed Teachers to the inhabitants of such places in the British Dominions, at home and abroad, as shall be desirous of establishing Schools on the British [and Foreign School Society] System."

The work of the Society, during the early years of its existence, is stated in its Ninety-Second Report, to have been: "The maintenance of a Central School, which should at one and the same time (1) educate the boys and girls of the neighbourhood; (2) offer a model for imitation throughout the Country, the Colonies and abroad; (3) train Teachers in the Lancastrian system; (4) stir up educational zeal and secure the establishment of similar Schools, wherever there were children to be taught."

The work which this Society has in hand at present is the maintenance of the Borough Road Normal College, which the Rev. Dr. Ryerson and I visited in 1845, now enlarged and removed to Isleworth, (on the Thames); the Bangor Training College, Wales; the Northern Training College, Darlington, and Training Colleges for Women at Stockwell, Saffron-Walden and Swansea. Each of these Colleges has Practice Schools. The Society also aids, or maintains, a few other Schools. Its income is derived from fees, the Government grant and special trust funds. Its expenditure in 1897, including its Training Colleges, was £42,642.2.2. The Parliamentary Grant to the British and Foreign School Society in 1897 was £24,294.8.11.

ORIGIN OF THE NATIONAL SOCIETY (ANGLICAN).

This Society is by far the most extensive and influential of the Societies in England for the promotion of Voluntary (chiefly Denominational) Schools. It split off from the British and Foreign School Society in 1811, and, in 1817, it was incorporated as "The National Society for Promoting the Education of the Poor, in the Principles of the Established Church, Throughout England and Wales." The National Society maintains three Training Colleges, viz., St. Mark's, Chelsea, and Battersea College, for men; Whitelands, Chelsea, for women, besides about 28 Diocesan Training Colleges,—one of which is in Edinburgh. The Report of the Committee of Council on Education for 1897 98, states that the expenditure from the Education Grants on the 11,813 Elementary Schools, (including departments,) Training Colleges, etc., connected with the National (Church of England) Society, for that year amounted to £3,121,987.3.5. The same Report states that the voluntary contributions to these Schools, in 1896-7, reached the sum of £632,906,—being a falling off of these voluntary contributions during the year 1897 of £10,480.

In addition to its annual Report, the National Society publishes a number of controversial "fly sheets" and statements, in reply to numerous attacks upon its Voluntary (Denominational) Schools.

ROMAN CATHOLIC ELEMENTARY SCHOOLS.

The number of Roman Catholic Schools reported by the Privy Council Committee on Education in 1897-8 was 1,018, with an average attendance of 240,191 pupils. The Parliamentary Grant in aid of these Schools was £391,167-17-8. This Grant included that to three Training Colleges, viz., St, Mary's, Hammersmith, for men, and Mount Pleasant, Liverpool, and West Hill (London), Wandsworth (near London), for women. The voluntary contribution to these Schools in 1897-98 was £98,664.

THE ESTABLISHMENT OF WESLEYAN DAY SCHOOLS.

In a printed summary of the "History of Wesleyan Education," it is stated that "Wesleyan Day Schools are as old as Methodism itself. Mr. Wesley's Day School, at 'the Foundry,' was one of his first Institutions." In 1833, the year in which the first Parliamentary Grant of £20,000 was made to Elementary Schools in England and Wales, the Wesleyan Conference passed a Resolution expressive of its satisfaction at the existence of Wesleyan Day Schools, and recommended "their establishment, whenever the means of supporting them can be obtained."

In 1836, a Committee of Conference was appointed to collect information in regard to Wesleyan Sunday and Day Schools. In 1837, this Committee reported the existence of 3,339 Sunday Schools, but it was only able to report 31 Day Schools, including nine for Infants.

It was not, however, until the Centenary Year of 1839,—the year in which the Committee of the Privy Council on Education was appointed, and the Parliamentary Grant to Schools was increased from £20,000 to £30,000,—that the Wesleyan Conference took up a strong position in regard to the establishment and maintenance of its Day Schools. Out of the proceeds of its Centenary Fund it appropriated £5,000 for the support of these Schools. At that time the Wesleyan Day Schools had increased from 31 in 1837, to 101, in 1839, attended by 4,193 pupils.

The first Teachers employed in these Schools, in 1841, were trained by Mr. David Stow, of the Normal Seminary, Glasgow. In that year a "Plan of Wesleyan Education" was agreed upon by the Conference, which, up to this time, has not been materially changed, or modified. It was not until 1847, that the Privy Council Committee on Education made special grants in aid of Wesleyan Day Schools. In that year, steps were taken by the Conference to establish a Training College at Westminster, which was opened in 1851, and is still in active operation.

After this, the number of Wesleyan Day Schools increased from 101 in 1839, to 698 in 1869, and to 841 in 1889, (including the separate departments in the Schools). After that, owing to apathy and opposing councils, the number of Schools, including departments, was, in 1896, reduced to 721. In 1897, the number had increased to 747. The passage of the Voluntary Schools Act in 1897 has, however, reawakened the zeal of the supporters of Wesleyan Schools. On this point the Rev. Dr. Waller, Secretary of the Wesleyan Educational Committee, in a Letter which I received from him, says:—

"For many years there was a strong anti-feeling in regard to our Day Schools, but, since the passage of the Voluntary Schools Act, there has been a complete change in the tone and feeling of the Connexion, and those, who were opposed to the extension of our Wesleyan Day Schools, now express an opinion that everything should be done, not only to maintain, but to increase the number of Wesleyan Schools. I may mention that, during the last few months, we have received more letters with regard to the establishment of new Day Schools than have come to hand for years past, and there seems every reason for believing that the Voluntary School System has been re-established."

In reply to a suggestion that Denominational Day Schools should, wherever practicable, be superseded by the Government Board Schools, the Report of the Wesleyan Committee on Education states that:—

"In several places 'Wesleyan and British' Schools have been closed, with the intention of securing Board Schools in their place. This purpose has been frustrated by the Church of England immediately supplying the lack of accommodation for pupils by the closing of these Schools, with the result that the elementary education in these places is now exclusively in the hands of the Church of England."

Thus Denominational rivalry will, so long as Voluntary (denominational) Schools, are sanctioned by law, and aided from the Parliamentary Grant, prevent, for the time, *the establishment of* the Government Board Schools in localities where Denominational *Schools have now a foothold.*

The Parliamentary Grant to the Wesleyan Schools in 1897 was £221,830-9-10, and the Voluntary contributions in support of these Schools during the same year was £19,777.

Origin of the Home and Colonial School Society (Evangelical Anglican).

This Society was established in 1835-36. Its objects were then declared to be :—

"The training of Teachers, and the improvement and extension of education on Christian principles, as such principles are set forth and embodied in the doctrinal Articles of the Church of England"

In reply to a Letter, which I addressed to the Principal of the Society's Training College at Gray's Inn Road, London, asking in what respect this Society differed from the National Society, he said :—

"This Society differed from the National Society in being more closely allied with the evangelical section of the Church of England." It, however, receives a grant of £152 a year from the National Society, and about £250 in contributions.

The Society has two Training Colleges for women, with Schools of Practice attached —one at Gray's Inn Road, and the other at Highbury Hill House—both in London. The latter is designated as the "Secondary School and Kindergarten Training College for Women."

The Parliamentary grant to this Society in 1896-7 was, for all purposes, £4,931 18s. 6d.

Voluntary Contributions to Voluntary Denominational Schools.

The Voluntary Schools Defence Union of England have issued leaflets in favour of these Schools. In the last Report of the Committee of Council on Education the following statement in regard to contributions for Voluntary Schools is made :—

"The voluntary contributions for 'maintenance' of Schools have again risen per child in average attendance in Voluntary Schools. . . . Owing to the great increase in the total number of scholars in Voluntary Schools, the aggregate amount actually subscribed for 'maintenance' is much larger at the present time than formerly. In 1896, it was $850,968, as against $834,663 in 1895. In 1897, the voluntary contributions amounted to $843,874, being $7,094 less than in 1896. This, nevertheless, shows how ready are those who uphold the Voluntary System in Elementary Education to make large and constant sacrifices in support of their convictions; and, if we take into account the vast sums which have been voluntarily contributed to meet the cost of the erection, or structural repairs, of Voluntary Schools, the significance of these figures is enhanced."

These voluntary contributions having fallen off in 1897, the Committee of the Privy Council on Education in 1898 utters this word of warning :

"We would take this opportunity of impressing on the supporters of Voluntary Schools the extreme importance of preventing any falling off in the aggregate of the voluntary contributions subscribed for these Schools.

"The necessary changes which it has been our duty to recognize in the fabric and premises of many Elementary Schools . . . have entailed considerable demands during a period of severe depression on the liberality of the supporters of Voluntary Schools. But the crisis seems rather to have quickened the zeal of the friends of Voluntary Schools than to have quenched their enthusiasm. Large sums of money have been raised, and, with comparatively few exceptions, the demands which it has been our duty to make have been readily met.

"As a result, we have the satisfaction of reporting that the condition of the School buildings has never been so good as it is at the present time, and that the supporters of voluntary management have shown themselves as ready, as in the past, to justify the confidence of the public in their energy and munificence." (See further on this subject in Chapter XIII.)

The (Official, or Government,) Board Schools of England.

The notable Public Schools Act, introduced into the British Parliament in 1870 by Mr. Forster, was the first of English legislation which recognized the desirability and necessity of definitely providing Elementary Schools "for the children of all classes of Her Majesty's subjects," uncontrolled by any of the various Religious Bodies which, up to that year, had the entire control of popular education, and was in denominational hands. Mr. Forster very wisely imposed no restriction on the Schools of these Voluntary Religious organizations, except that embodied in the "Conscience Clause" of the Act. He provided that the Voluntary, equally with the Board, Schools, should share in any Parliamentary Grants for elementary education; but he could not equally confer upon them, as upon Board Schools, the right to impose taxes upon the ratepayers, who had the right of representation on the School Boards, but not in regard to Voluntary Schools.

As might have been anticipated, the number of Board Schools has increased rapidly. In 1872, there were only 28 of them in England and Wales. In 1897, they reached the number of 5,539.

Of all the School Boards of England that of London is the largest and most important. It had under its jurisdiction in 1898, 1,378 Schools, including separat departments, taught by one or more Teachers. The number of pupils on the roll in 1898 was 529,382, and the daily average attendance was 431,287. The number of Teachers employed by the Board was 1,898, at a cost for salaries of £1,314,000.

General Features of the English School System.

In the next Chapter I have summarized the main features of what appears to me as a well-considered and thoroughly practical system of instruction for Elementary Schools in England—Board and Voluntary alike. The prominence given to what some might regard as subordinate subjects of instruction is the result of foresight in the matter. And these subjects form, nevertheless, an excellent feature of the "Code," as explained; and they are well adapted for instruction in the Schools. Their insertion in the "Code," therefore, shows how carefully the whole subject has been considered, and how the details of the curriculum have been suited to the necessities of a country like England. They are calculated, as was intended, to fit the youth of the country for practical and useful lives. They are also especially designed to promote the success, after leaving School, of those who have taste and talent to engage in individual pursuits, requiring skill of hand and accuracy of eye, as well as of thought and judgment.

CHAPTER IV.—CODE, OR SYLLABUS, OF INSTRUCTION IN ENGLISH ELEMENTARY SCHOOLS.

I give in this Chapter the result of my analysis of those provisions of the English Elementary School Acts, amplified by the "Code of 1888," relating to subjects of instruction in the Schools, whether "Board" or "Voluntary." In brief, they may be thus summarized: The elementary obligatory subjects prescribed for instruction in all of the Schools are as follows:—

Obligatory Subjects: Reading, Writing, Arithmetic, Needlework (for girls), and *Drawing (for boys)*, in Schools for older scholars.

Optional, or "Class, Subjects," designed to be taken by "classes" throughout the School, are: Singing (by note, or rote), Recitation (from a magazine, newspaper, or standard author), which must be satisfactorily taught; English, (or Welsh in Wales), French (in the Channel Islands),* Geography, Elementary Sciences, History; Suitable Occupations † (for Standards I., II., III.), (1) Needlework (for girls), optional, as a "class" subject; Domestic Economy (for girls).

Optional, or "Specific Subjects," designed to be taken by individual children in the upper classes of a School, are: Algebra, Euclid, Mensuration, Mechanics, Chemistry, Physics, Elementary Physics and Chemistry, Animal Physiology, Hygiene, Principles of Agriculture, Horticulture, Navigation, Latin, French, Welsh, (in Welsh schools), German, Bookkeeping, Shorthand, Domestic Science.

Optional Subjects for girls: Cooking, Domestic Science, Domestic Economy, Laundrywork, Dairywork, Cottage Gardening, Manual Instruction, Drawing, etc.

NOTE.—Instructions may be given in other secular subjects. But these subjects must be approved by the Education Department, i.e., those prescribed for "Evening Continuation Schools." (See Chapter VII.)

It will thus be seen that a wise and proper discrimination has been made between (1), the obligatory subjects, which are purely of a practical character, and (2), the three classes of those which are optional. The introduction of any of them into the School is at the discretion of the Board, or by the Managers of Voluntary, Schools. If they are so introduced, the Board, or the Managers, will each have to provide a sufficient number of Teachers to carry on the additional work thus imposed upon the School, as agreed upon by the Board, or Managers.‡

A TWOFOLD SYSTEM OF OBLIGATORY AND OPTIONAL SUBJECTS OF INSTRUCTION.

It is interesting, at this point, to inquire how this dual system of "obligatory" and "optional" subjects of instruction has been worked out in practice.

Two influences have been clearly at work to produce success in carrying out this dual system, and, at the same time, to ensure harmony in doing so. The first and most obvious one would naturally be utility. The second would be financial in its character. To meet this latter contingency, provision has been made to enable Managers of Board and Voluntary Schools to exercise their judgment in introducing into their Schools such special and optional subjects, as they might regard as desirable. An extra Parliamentary Grant is, therefore, provided, out of which is made an fixed allowance for each optional subject introduced into a School. Thus, there was paid by the Education Department, for the year ending August, 1897, the following sums for proficiency in the "optional" class, and "specific subjects" mentioned below:

* For many years there has been a strong disposition manifest in Guernsey to substitute English for the French language in Public Institutions. The Guernsey Legislative Assembly decided, in 1898, by a vote of twenty-four votes to eleven, that the optional use of the English language will be permitted in the States of the Legislative Assembly. French has hitherto been the official language in the Legislative Assemblies of the Channel Islands. In Jersey, the country parts of the Island are adverse to the change.

† "Suitable Occupations" in the "Code" refers to such manual work, as modelling in clay, cartridge, or cardboard, paper; drawing and colouring, designs, brush drawing, etc. "Occupations" must be educative, and should especially stimulate independent effort and inventiveness.—(Departmental Circular, March 17, 1896.)

‡ There are six classes of teachers recognized by the Education Department as eligible for employment in the Schools, viz.: (1) probationers, (2) pupil teachers, (3) assistant teachers, (4) provisionally-certified teachers, (5) certificated teachers, (6) women approved by the Inspectors as additional teachers. (See Chapter V.)

GRANTS FOR OPTIONAL SUBJECTS OF INSTRUCTION IN ELEMENTARY DAY SCHOOLS.

Name of Optional Subjects for Older Scholars.	*Rate per Unit of Average Attendance of Older Scholars.*	*Amount Paid.*		
		£	s.	d.
First "Class" Subjects	One shilling	18,631	4	0
First "Class" Subjects	Two shillings	272,204	16	0
Second "Class" Subjects	One shilling	9,976	12	0
Second "Class" Subjects	Two shillings	266,246	4	0
"Specific" Subjects	Two shillings	2,326	8	0
"Specific" Subjects	Three shillings	25,869	15	0
Singing by note	One shilling	136,121	12	0
Singing by ear	Sixpence	9,828	4	0
Discipline and Organization	One shilling	13,808	2	0
Discipline and Organization	One shilling and sixpence	213,059	15	6
Needlework (For girls)	One shilling	36,694	6	0
Cookery (For girls)	Four shillings	33,561	4	0
Laundry work (For girls)	Two shillings	2,262	6	0
Dairy work (For girls)	Four shillings	0	0	0
Cottage gardening	Two shillings	39	8	0
Cottage gardening	Four shillings	125	8	0
		£1,040 755	4	6
Optional Subjects in Infant Schools.				
Needlework or Drawing	One shilling	69,338	17	0
Singing by note	One shilling	62,061	7	0
Singing by ear	Sixpence	4,067	16	0
		£1,176,223	4	6

In addition to this sum of £1,176,223 4s. 6d. paid for these "optional" subjects, there is also a large addititional sum paid for the maintenance of Elementary day Schools, as well as for Kindergarten Schools for Infants.

ENGLISH PRIVY COUNCIL EXPLANATORY REPORT ON EDUCATION FOR 1896-97.

In the Report of the Committee of the Privy Council on Education for England and Wales for 1896-97, the Committee has published an elaborate and carefully prepared statement of the reasons, which had induced the Education Department to provide for the introduction of these optional "class" and "specific" subjects into the Schools—Board and Voluntary Schools alike—of England and Wales.

I have selected some of the more striking and interesting portions from this part of the explanatory Report of the Committee of the Privy Council on Education.*

In the preliminary part of this Report, the Committee of Council say :—

"The experience of those who are in charge of the Schools shows them, year by year, how the education given therein ought to be improved, in order that the Nation may gain full benefit for the large outlay that is made. . . . An excellent System of Public Education is one of the best forms of national investment. In commercial and industrial efficiency, in a high level of civic duty, and, above all, in the wider diffusion of moral culture and religious feeling, the Nation is amply repaid for what it spends. . . . In proportion to the increasing magnitude of the work undertaken and accomplished by the Schools, the Grants voted by Parliament continue to rise. We have reason, however, to believe that this great outlay from the public funds is regarded by the Nation at large as indispensible to the material and moral welfare of Her Majesty's subjects in England and Wales. . .

* It is clear that the Privy Council, as a whole, assume the responsibility of these official utterances of the Education Department, for the Report, and each successive "Code," is signed both by the "Lord President of the Privy Council," the Duke of Devonshire, and by the "Vice-President of the Committee of Council on Education," Sir John E. Gorst, as well as by the Secretary of the Committee, Sir George Kekewich.

"At no former time have the labours of the local educational authorities of the Board Schools, and of the Voluntary School Managers, and of the teaching staff, been so highly valued by the Country, or so heartily supported by public opinion. . . And few changes have been more striking, during the last quarter of a century, than the gradual growth of the public conviction, that money laid out on a good and fitting education is wisely and profitably spent.

NATURE AND PURPOSE OF THE MANUAL TRAINING* FOR BOYS IN ENGLISH SCHOOLS.

"The movement for the instruction of Manual Training into all classes of Schools, as a corrective to an excess of book work, seems to be gaining strength in this as in other Countries. † It is felt that the exercise of the hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by Manual Training, and that the latter promotes the attainment of power and accuracy in other studies. These considerations point to a closer correlation between Manual Training and other subjects of the School curriculum—the former being rightly regarded as an integral part of School training, and not as an optional, or disconnected, appendix to it.

"In this wider sense the training of hand and eye finds a place in the Kindergarten, as well as in the Schools for older scholars; but, in the latter case, it naturally takes other forms. Varied occupations in the former class of Schools, and in the latter, brush work, clay modelling—with special reference to lessons in History and Natural Science—and cardboard work, have all been found useful, by stimulating the activity and developing the inventive powers of the children. . . It is happily the case that Manual Training, when wisely planned, does carry with it the incidental advantage of enabling the scholar to acquire useful skill, which will increase the comfort and economy of home life. . . . Many children, who are backward in literary expression, show a compensating aptitude for expression with their hands, and are thus saved from dangerous discouragement, which sometimes forces them, without deserving it, into the dunce's place.

"Carpentering is a delight to most boys, when they are old enough to use the necessary tools; and we have sanctioned, during the past year, an addition to our building, rules, with the object of securing that rooms for woodwork should be planned with the simplicity and economy suitable for Workshops."

In the subsequent Report of the Committee of Council for 1897-98, the Committee state that they: "Have made important changes in regard to Manual Instruction in public Elementary Schools. The value of Manual Instruction, as an element in the curriculm of Schools, is being increasingly appreciated. It has been found that, as a disciplinary exercise, it trains hand and eye to accuracy, and to a better appreciation of form. We have . . . published a paper of suggestions, with a view to enabling [Managers of Schools] to take advantage of the best experience as yet available. It has been found that many boys who are dull at the books disclose marked capacity for the skilful use of tools."

The Report for 1896-97 further states that: "One room for Drawing, or Chemistry, or Manual Instruction, or Laundry Work, or Cookery, will often serve for several Schools in the same neighborhood. Workshops and Laundry are best apart from the Schools.

* The expression "Manual Training" has been defined in the Technical Instruction Act of 1889 to mean "instruction in the use of tools, processes of agriculture, and modelling in clay, wood or other material.

† I have given some particulars as to the systems of manual, or industrial, training in Germany and France in another Chapter, (XI).

NATURE AND OBJECT OF MANUAL TRAINING FOR GIRLS IN ENGLISH SCHOOLS.

"The Manual Training for girls naturally takes the form of Needlework, including a 'sewing course' and a 'knitting' and a 'mending course;' Cookery, including the subjects of food and beverage, their properties, nutrition, values and functions, preparation, etc.; laundrywork, solvent properties of water, hard and soft; clothing, dwelling, washing, etc.

"We observe with satisfaction that more thought is being given to the ways of teaching these subjects, and we are far from desiring to substitute unreal, or fanciful, forms of instruction for the more homely, but withal scentific lessons, which best arouse the interest of the children, because they are nearer to their personal experience of daily needs, and to the actual circumstances of their home life.

"It is a grave blunder in a Cookery lesson to ignore the humbler and more ordinary kinds of foods, or to provide stoves and appliances of a kind unknown in cottage life.

"The teaching of Cookery has been so efficient that the lessons have been found to produce a perceptible and satisfactory improvement in the homes of the working classess.

COTTAGE GARDENING AND SCHOOL HORTICULTURE—OBSERVATION OF NATURAL OBJECTS.

"We are glad to recognize Cottage Gardening as capable of being made a valuable instrument in education. Encouraging reports reach us of the interest which is being taken in School Horticulture, and the pride of the children in their trim, well-kept gardens. Gardening is so widespread an interest in English life. . that we have drawn the attention of the School Inspectors to the condition on which we desire its encouragement, in connection with the Schools. . . The main object of a School Garden is not the putting of boys as apprentices to the gardener's craft. . . As a school subject its serves a general educational purpose. . . We have recommended that the lessons in Elementary Science given in the School Room should be illustrated by practical work in the Garden, (or its equivalent), in order that the science may escape being made mere book-learning, and the Cottage Gardening may become something more than mere technical learning.

"It is sometimes forgotten than one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interest around the natural objects of daily experience. Children are naturally interested in flowers, trees and animal life, and, in Country Schools, an observant Teacher, who is fond of such subjects, and who has properly prepared himself for studying them, can find in such "Object Lessons" a far more powerful instrument of early education than can be drawn from the less attractive institutes on which the town Teacher has to rely. Care should, therefore, be taken in training Teachers to show them that much that will give life and interest to their teaching is ready to their hand in a country district. . .

"We are glad to note the terms of praise in which some of the School Inspectors speak of the skill and intelligence of many of the country Teachers in those and in other respects."

WHAT A COUNTRY SCHOOL COULD AND SHOULD ACCOMPLISH.

In again referring to the subject of Country Schools, the Committee of Council, in their subsequent Report for 1897-98, lays stress on the importance of making these Schools thoroughly practical, and adapted to the social condition and instincts of the people. The Commitee say:

"A Country School fails if it misses the opportunity of showing its scholars how much skill and knowledge underlie the operations familiar to them in their daily life, *and of teaching them* to feel pride in practical work well done, and intellectual interest *in the principles involved* in doing it. . . .

"The aim [of the School] should be, not to produce multitudes of clerks, but multitudes of good craftsmen. The tradition of the School should be to make the scholars not despise labour, but honour it, and aspire to become master craftsmen, instead of regarding handicraft as something socially inferior to unskilled service in shop, or office. If the School aims, and the Country Schools has unrivalled opportunities for so doing, at quickening and training the interest of the children in natural objects; at giving them alertness of mind and accuracy of observation; at stimulating their intelligent curiosity, as to the causes of things; at guiding them to find out things for themselves; at practising the hand, as well as the memory; and at teaching them to acquire skill in the use, not of the pen only, but of the brush, pencil and knife; at disciplining their reasoning powers, and guiding them to a perception of the principles underlying practice, and at fostering in them a sense of reverence for nature, it will be the more likely to succed in laying the foundations of stable and upright character, and in preparing the ground for the inculcation of moral principle. It will also quicken the aptitude for self education, and give the best starting point, not only to the rank and file of scholars, but to those endowed with the exceptional faculties which, in the public interest, deserve farther opportunities of higher culture,'

CHAPTER V.—THE TRAINING AND QUALIFICATIONS OF TEACHERS.

In England there are five classes of Teachers recognized by the Education Department.

(1) Probationers are candidates, (now up to sixteen years of age,) for the office of Pupil-Teachers.

(2) Pupil-Teachers—boys and girls—are those engaged to teach during school hours, under the direction of the principal Teacher, and who also receive suitable instruction.

(3) Assistant Teachers are those who have passed the "Queen's Scholarship" examination, also graduates in arts, or science, and persons over eighteen years of age, who have passed certain University, or other prescribed, examinations. (See below).

(4) Provisionally certificated Teachers, or Pupil-Teachers, having fulfilled their engagement; women who, after two years' service, as additional Teachers, (practically, a sixth class), who have obtained a place in the first class in the "Queen's Scholarship" examination.

(5) Certificated Teachers are those who have been trained, and who have successfully passed certain examinations, and have otherwise fully complied with the requirements of the "Code."

Two Kinds of Training Colleges for Teachers in England, etc.

There are two kinds of Training Colleges, "residential" and "day," for persons who wish to become "Certificated Teachers." (The day Training College must be attached to some University College of University rank.) The period of training is, at least, two years. Those students who have passed a first, or second, class examination, and are admitted to a Training College are called "Queen's Scholars."

The Queen's Scholarship Examination was remodelled in 1898, and is now divided into three parts. "Success in parts i. and ii. qualifies the student as an assistant Teacher, but success in part iii. is necessary for admission to a Training College. A student is at liberty to offer—and this seems to be the preference of the Committee—for the Senior Oxford and Cambridge Locals, and other University examinations of like standing, in lieu of parts ii. and iii. The Training Colleges are to be at liberty to select their students from those who have succeeded in part iii., or an equivalent University examination. Many Teachers

will, therefore, receive a University education and hold a University qualification. It may be hoped that the spirit of University education will thus, in the course of time, permeate primary education, giving it both greater breadth and higher ideals."

The College of Preceptors, in London, grants diplomas of F.C.P., L.C.P. and A.C.P. —"fellows," "licentiates" and "associates of the College of Preceptors"—to Teachers who have passed certain examinations These diplomas carry with them the right to those who hold them to wear appropriate gowns and hoods."

The average annual salaries of the "Principal" as a certificated Teacher, as given in the report of the Education Department for 1897-98, were:—Wesleyan Schools, £173; Board Schools, £166; British, etc., £144 10s; Church of England, £122 18s; Roman Catholic, £118 13s, 0d; general average, £140.

The Report of the Education Department for 1896-97 describes very fully the recent steps which have been taken by it to ensure the greater efficiency of the System of Education under its control. In regard to the Teachers it says:—

"In every grade of education, it is being more clearly realized that no pains are too great to raise the level of the Teacher's professional efficiency. Steps are, therefore, being taken, with our approval, to enhance the efficiency of the course of instruction for intending Teachers.

"We note with satisfaction the improvements which are in contemplation, or have actually been made, in the Buildings, Furniture and general convenience of the residental Training Colleges.

"The establishment of day Training Colleges, in connection with the Universities and literary Colleges, providing instruction of the University type, has already led to good results. . . We consider, therefore, that the co-existence of these two kinds of Training Colleges is to the interest of public education. . . .

"We note with satisfaction the good results which have been found to follow from the experiment of allowing a small number of the third-year students to complete their professional studies at the Normal Schools in France and Germany.

NOTE.—The advantage of this kind of "post graduate" training is referred to at some length in one of the papers published in the First Volume of Special Reports issued by the English Education Department in 1897. The title of the paper is "Holiday Courses in France and Germany," etc., by Messrs. Marvin and Morant. The Report already quoted then proceeds:

"We allow graduates . . in arts or science . . to be recognized as Certificated Teachers, providing they hold a Certificate of proficiency in the theory and practice of teaching, issued by a Collegiate body, and approved by ourselves.

In an address on the University Training of Teachers, in December, 1898, Mr. Oscar Browning of King's College, Cambridge, said:—"Their Training College was now in the eighth year of its existence, and sufficient experience had been accumulated to establish some definite conclusions with regard to the success or failure of the enterprise; but, as regarded the combination of a University curriculum with the professional training of an elementary Schoolmaster, and the addition of a secondary department to the primary scheme with which they set out, the experiment has been a success, although it had been said that it was impossible to carry on the two branches of the work side by side.'

The Report of the Department further remarks:—"We note with satisfaction the growing practice among Teachers of conferring with one another on educational methods, with a view to their improvement and better adaptation to the various needs of Town and Country Schools. . . .

There has of late years been a great increase of women and girl Teachers in the Elementary Schools. In 1870, the number of women Teachers was 6,072; in 1897 it had risen to 35,763; the number of women Assistant Teachers in 1870 was 775; in 1897 it was 21,322, besides 14,155 "additional" women Teachers. In 1870 there were 8,228 girls as Pupil-Teachers; in 1897 there were 26,850. The Report of the Committe on

Pupil Teachers, recommended "the abolition of female Teachers, whose only qualification is that they have been approved by the Inspector," and have no certificate as "woman Assistant Teachers," as they are styled.

The number of "day and night Institutions inspected" in 1897 was 24,184. This number did not include the "departments" in these "Institutions," which required separate "Head Teachers." Both together were 35,827, requiring on an average a little over three Teachers each.

Provision has been made for granting pensions to 830 Teachers who have complied with the conditions of the "Code" in regard to service, etc. The rates of yearly Pensions allowed by the "Code" are as follows:—59 at £30 each, 317 at £25 each and 454 at £20 each; £320 are available each year for "gratuities" and "donations," involving a total annual outlay for Teachers' pensions of £13,425, or about $90,000. (In the Education Estimates of 1898-99 £37,190 are set down for pensions, but this may include other parties.)

The Anomalous and Unsatisfactory Position of Pupil Teachers.

In regard to the unsatisfactory and anomalous position and duties of Pupil Teachers in the English Elementary Schools, the Privy Council Committee on Education state, in their Report for 1897-98, that they had "appointed a Committee to inquire into the working of the Pupil Teacher system, . . . and the supply of Teachers, as affected by that system. . . ."

The Report of that Committee was made public in 1898. In that Report the Committee state "that the training and education of the Pupil Teacher has been far too much neglected both by School Managers and Teachers. The former, especially in Voluntary Schools and small School Boards, find in the Pupil Teacher a cheap and ready means of supplying the requisite School staff, and exact, in the supposed interest of religious education, or a light school rate, an amount of child labour which, in many cases, is little less than white slavery. Growing boys and girls of from thirteen, or fourteen, to eighteen years of age are compelled to attend School often by eight o'clock in the morning for private instruction, and then, from nine till half-past four, are engaged in teaching, with only the dinner hour break. Nor do they always get this interval, for, despite Code directions, Managers and Teachers have found it convenient in some Schools to employ the Pupil Teacher in superintending the children who remain at school for dinner. Then, after a day of exacting mental and physical labour, the young Teacher returns home only to resume private study. In School it is no uncommon thing for a Pupil Teacher to have charge of large classes of fifty, sixty, or even, seventy children. What exertion this demands can only be appreciated by those who have attempted the task. Nor are Board Schools much better; there, too, especially in the country districts, the system is frequently worked for all it is worth to save the pocket of the ratepayer."

Faulty Mode of Selecting and Employing Pupil Teachers.

The Report of the Committee further states that "the selection of the Pupil Teacher is often faulty. A Head Teacher finds a scholar in the upper standards apt at taking charge of a class in an emergency, gradually the child is continued in the work till he becomes more or less a permanency, and in due time the candidate is presented to the Inspector to be examined for apprenticeship. Far too little regard is paid to the candidate's own education and natural character, whilst the character of the candidate's home and the ability of the parents to adequately maintain the Pupil Teacher are all but ignored. The lack of suitable male candidates has caused many to be taken who are unsuitable in almost every way, and this can bode nothing but evil. No wonder, then, that the system has been found to yield but poor results, and that the complaint is general that the Pupil Teachers teach badly and are badly taught.

DEFECTS OF THE PUPIL TEACHERS' SYSTEM SUMMARIZED.—REMEDIES PROPOSED.

"The defects of the present system may be summarised thus:—1. The Pupil Teacher is overworked in School, and is called upon to do work which, by age and inexperience, he is not qualified to perform, resulting in damage both to the Teacher and the taught. 2. The Pupil Teacher has insufficient time for private study and proper recreation; the syllabus of study being in many respects unsuitable. 3. The pupil is often instructed and supervised by incompetent Teachers and persons of limited education. 4. More or less haphazard selection of candidates.

The remedies proposed by the Committee are:—"The age of admission is to be raised to sixteen for urban schools, and fifteen for rural schools. More care is to be taken that they come from satisfactory homes, and that their homes are such as to offer proper opportunities for private study. They will also be allowed to be employed in those Schools in which the Head Teacher is recommended by the Inspector as qualified to superintend Pupil Teachers. The time for which Pupil Teachers are employed in Schools is not to exceed four meetings a week, in the case of first and second year Pupil Teachers, or six meetings a week, in the case of third, or fourth, year Pupil Teachers. This will mean a double set of Pupil Teachers in each School. The rest of the ordinary school time will be spent at the central class, or in instruction, from the Head Teacher. Pupil Teachers of the first and second year are not to be counted on the school staff, and are only permitted to give certain instruction, but never an original lesson; hence they cannot be given entire charge of a class. Third and fourth year Pupil Teachers may take charge of a class of not more than twenty-five scholars, and will count on the staff. The Pupil Teachers are to receive, when possible, their instruction in central classes, or approved Secondary Schools. These may prepare for either the examinations of the Education Department, or for certain approved University examinations. The annual collective examinations of the first and third year are retained only for those Pupil Teachers who do not attend central classes, whilst success at the Oxford and Cambridge Junior Locals exempts from the second year examinations.

The general effect of these recommendations, when carried into practice, will be that (1) It will raise the status of a Pupil Teacher, for the candidates will be drawn from a higher social class. The increased demands can only be met by those parents who are either in comfortable circumstances, or are willing to make a sacrifice for their child's future benefit. The class which look to their children to become earners at an early age will more than ever be shut out. (2) The standard of education of the Pupil Teacher will be greatly raised and brought more into touch with the University.

The Education Department, in its Report for 1897–98, thus refers to the increased importance of well trained Teachers:

"The importance of the fitting professional preparation of Teachers for their future work is being more widely recognized in all grades of national education; and we are convinced that, in such courses of preparation, stress should be laid on the necessity of a broad basis of liberal culture, as well as on the acquisition of technical skill in the method of actually imparting knowledge."

Mr. P. A. Barnett, Inspector of Training College, in a recent paper on the subject very justly remarked: "We must depend less on curriculum than on the Teacher's missionary spirit and perfection of training to widen the sympathies, the outlook, the understanding—and to set things in their right relations, i. e., to give true perspective."

CHAPTER VI.—CHARACTER AND EXTENT OF RELIGIOUS INSTRUCTION IN BOARD AND VOLUNTARY SCHOOLS.

In a recent retrospective address by the Rev. Dr. Waller, Secretary of the Wesleyan Committee on Education, he thus accounted for the forefront position which the question of Religious Instruction in the Elementary Schools occupied in England. He said:

"In order to understand our system of Denominational and 'State-aided' Board Schools, which has been so rapidly developed in recent years, a certain knowledge of the past is necessary. It is only with the lamp of history in our hands that we can clearly see how it has come to pass that the three-fifths of the State-aided Schools of the Nation are to-day directly connected with the Religious Denominations. The reason why . . . this is so is to be found in the fact that the Churches were the first to undertake the work."

That notable statesman, John Bright, in one of his addresses, referring to the establishment of Sunday Schools, in 1872, says :—

"Long before the most enlightened statesman cared anything about the education of of the children of the masses, the Sunday School Teachers entered upon . . . the work. Out of these Sunday Schools sprang the Day Schools of the people."

When Joseph Lancaster commenced his active educational career in 1798, as the founder of the British and Foreign School Society, he thus referred to the religious element in education, as promoted by him :—

"Above all things," he said, "education ought not to be made subservient to the propagation of the peculiar tenets of any Sect, beyond its own Members. It then becomes undue influence, like the strong taking advantage of the weak. And yet, reverence for the sacred name of God, and for the Scriptures of truth; a detestation of vice; a love of veracity; a due attention to duties to parents, relatives, and society; carefulness to avoid bad company; civility, without flattery, and a peaceable demeanor, may be inculcated in any seminary of youth, without violating the sanctuary of private religious opinion in any mind."

The opinion of Pestalozzi, another noted Educator and Educationist, was that—

"Every child needs a religious development. . . . He needs to know how to pray to God in all simplicity, and with faith and love. If this simple religious element does not run through the whole of education, it can have but little influence on the life; it remains formal and isolated." (In the citadel of the heart it is the 'inner guard'.

Origin of the Controversy in regard to Religious Instruction in Schools.

In 1839, the Committee of the Privy Council on Education was organized, and the Parliamentary Grant for Elementary Education in England was increased from £20,000 —first made in 1833—to £30,000.

The necessity of making some provision for the training of School Teachers was felt to be imperative by the Committee of Council, and arrangements were made by that Committee for establishing a well-equipped Normal School, on the basis of "religious comprehension," and open to all, without being subject to any Denominational control. Owing to strong opposition on this latter ground, the Committee of Council was unable to accomplish its purpose, and the scheme failed. The reasons for this failure are narrated by Sir J. P. Kay Shuttleworth, at that time Secretary of the Education Department, in his evidence before the Duke of Newcastle's Education Commission in 1860 61.*

In his evidence before the Newcastle Commission, Sir J. P. Kay-Shuttleworth said :

"The first controversy with respect to elementary education arose in connection with the proposed Government Normal School, the constitution of which provided that Religious Instruction in it should be divided into 'general' and 'special.' The former

* Note.—When the Duke of Newcastle, then Colonial Secretary, was in Upper Canada, with the Prince of Wales, in 1860, he requested Rev. Dr. Ryerson to furnish him with a "Confidential Report on Separate Schools," which he did. This was with a view to learn how the religious question was dealt with in our system. Before leaving for England an Education Commission was, at the Duke's instance, appointed. One of the Commissioners, the Rev. James Fraser, afterwards Bishop of Manchester, was sent to the United States and Canada to collect information on the subject of Education in those Countries. Our intercourse with Dr. (afterwards Sir) J. P. Kay-Shuttleworth,—to whom reference is here made,—personally and by letter, was always both pleasant and most satisfactory, and from him we obtained much valuable information.—J.G.H.

was to consist of such general truths of Christianity, as are common to all Christian Communions in England; the latter was to include 'doctrinal teaching.' . . . About this constitution a very great controversy arose, and it was conceived to be an indication that the Government desired to establish Common Schools for the Country, founded on a like basis of religious equality. The Church of England, in particular, entered a most emphatic protest against a general system of education, founded on such a basis."—In consequence of these discussions, and of strong opposition in both Houses of Parliament, the Government withdrew their scheme of a Government Normal School.

Religious Instruction in the British and Foreign Society Schools.

In carrying on its active work as an educational agency, the British and Foreign School Society declared :—

"(1) That in all Schools established in connection with this Society the Holy Scriptures, in the authorized version, or extracts therefrom, shall be read and taught daily.

"(2) No catechism, or other religious formulary, peculiar to any Religious Denomination, shall be introduced, or taught, during the usual hours of school instruction.

"(3) Every child attending a Day School shall be expected to attend the particular place of worship, or Sunday School, which his parents prefer."

In an explanatory statement, the Education Committee of the Society states that :—

"As a part of the instruction in the Schools, the Bible is read, and Bible lessons are given. . . . The Teachers take great pains not only to explain and enforce the precepts of the Sacred Volume, but also to make the children love them, and receive them as the guides of their lives. The teaching is not of a controversial kind, and no attempt is made to inculcate the peculiar doctrinal tenets of any class of Christians. No education can be complete unless the child is taught from the Bible to 'Love the Lord his God with all his heart, and his neighbour as himself,' and lastly, that the consciences of all are entitled to respect, and no child ought to suffer any disability because of the conscientious views of the parent."

On the passage of the Forster School Act of 1870, the Society conformed to its requirements in regard to religious observances in Schools, and "the Bible Reading and Bible Lessons had to be put outside of the required hours of secular instruction."

During the controversy of 1893-4, caused by the issue of a Circular by the London School Board, in regard to religious observances in Schools, the Society passed a series of Resolutions on the subject, from which I make the following extracts :—

"(1) The Society reiterates its unaltered conviction, that, for the real benefit of the children, and for such religious and moral teachings as can be given with advantage in the common Day Schools, the intelligent reading and study of the Bible are essential and sufficient.

"(2) The Society's experience for three generations, unvarying amid manifold social and political changes, has abundantly shown that wise and effective Biblical instruction can be given, apart from creeds and formularies, and that with strict regard to the claims of conscience," etc.

In its Report for 1897-98, the Society says :—

"We want our Schools managed in a way that is compatible with observances of the rights of conscience; with respect for parental control and influence; with tolerance as to home arrangements, social proclivities, and political organizations. This education of hand and eye, thought and feeling, reverence and gentleness; this development of physical strength; this raising of mental and moral calibre, is what will get our children to take an intelligent interest in the world and its material and spiritual concerns, and to claim a worthy share in their own progress and their Country's honour, and their Church's activities."

Religious Instruction in the Church of England Schools.

When the Church of England adherents of the British and Foreign School Society separated from that Society in 1811, and formed the "National Society," they declared, in their first Report, issued in 1812:—

"That the national religion should be the foundation of National Education, and should be the first and chief thing taught to the poor, according to the excellent liturgy and catechism provided by our Church for that purpose."

The National Society afterwards amplified this statement and declaration, and laid down more fully, as the basis of its religious work in Schools, the following general Rules, to be observed by all National School Managers:—

"(1) The children are to be instructed in the Holy Scriptures and in the Liturgy and Catechism of the Established Church. (2) With respect to such instruction, the Schools are to be subject to the superintendence of the parochial Clergyman. (3) The children are to be regularly assembled for the purpose of attending Divine Service in the parish Church, or other place of worship under the establishment, unless such reasons can be assigned for their non-attendance as is satisfactory to the Managers of the School. (4) The Masters and Mistresses of the Schools are to be members of the Church of England. 5) The Schools are to be periodically inspected by persons appointed either by the Bishop of the Diocese, the National Society, or the Diocesan Board of Education. (6) In case any difference should arise between the parochial Clergy and the Managers of Schools, with reference to the preceding rules, or any regulation connected therewith, an appeal is to be made to the Bishop of the Diocese, whose decision shall be final."

In 1864, the Committee of the Privy Council on Education adopted what was called the "Conscience Clause," to meet the case of the children of Non-conformists in purely Denominational Schools, but the National Society declined to accept it. Six years afterwards this Clause, much amplified, was embodied in the Forster School Act of 1870, and is generally known as the "Cowper-Temple Clause" of that Act. It applies to all Schools alike—to the National and all other Voluntary Schools.

In a Letter from the Rev. J. S. Brownrigg, M.A., Secretary of the National Society, in reply to one from me, he says:—

"There is no absolute uniformity about the time when the religious instruction is given in the Schools, but by the Government Regulations it must be given either at the commencement or the close of school time. The almost universal rule is for it to be given for about three quarters of an hour at the commencement of the morning school time. I am sending you, in book form, the Syllabus of a course of lessons in Scripture history and the catechism, etc., which we recommend."

This Syllabus sketches at length a four years' course of lessons in the Old and New Testaments, and a series of lessons on the Catechism, the Creed, the Lord's Prayer and the Ten Commandments. In teaching the Catechism, the Teacher is reminded that "the following points should be constantly kept in mind by him, and frequently brought to the recollection of the children." They are designed to form the key note of his lessons:—

"The all-seeing eye of God; His love and care; our need of prayer; God loves that we should pray.

"We belong to Christ, because He redeemed us; Christ intercedes for us; the Day of Judgment.

"Our sinful nature; we cannot resist sin without God the Holy Ghost; He is within us; He makes us strong; He helps us to pray; He helps us to learn, and love, and do God's will; we must continually pray for His help.

"Lessons on God and the Holy Ghost should be given fully and with great care. A Teacher can only be enabled to do all this successfully by being earnest and constant in prayer for God's grace; our lessons are impressed by our example."

Religious Instruction in the Wesleyan Elementary Schools.

In 1841, the Wesleyan Conference adopted a "Plan of Wesleyan Education" which had taken three years to mature, but which had not, from that time, been materially altered. That "Plan" declared that:—

"Wesleyan day Schools shall be of a distinctly religious character, and, as a practical means to realize this important purpose, it was deemed indispensable that:—

"(1) The Bible, in the authorized version only, shall be the basis of all the religious instruction, and a certain portion of every day—at least half an hour—shall be set apart for the devotional reading of the Holy Scriptures, with explanations by the Teacher,* Minister, or duly appointed Visitor, or for catechetical instruction.

"(2) The authorized Wesleyan Catechism shall be used in all our Schools.

"(3) The Wesleyan Hymn book, or other approved Hymn book . . . shall be used; such hymns shall form part of the daily exercises.

"(4) The school duties of each day shall begin and end with prayer."—(Plan of Wesleyan Education.)

In a Note which I received, in reply, from the Rev. Dr. Waller, Secretary of the Wesleyan Committee on Education, he says:—

"Secular instruction . . . fixed by the 'Code,' must last for two hours in the morning and two hours in the afternoon. The religious instruction may be taken either before, or after, the assembling of the School. As a rule, the religious instruction in Wesleyan Schools lasts from 9 to 9.45, and the secular instruction begins at 10 o'clock."

In another note received from the Rev. Dr. Waller, he says:—"The Methodist Connexion has declared that:—

"No national system of education, which shall exclude from the day Schools the Bible, and also religious instruction therefrom, by the Teachers, suited to the capacities of children, will meet the necessities of the Country. . . .

"The attitude of the Wesleyan Conference is, that religious instruction should always be given by the Teacher of the School."

This latter position is fortified by the following extract from the Report of the Royal Commission on Education in 1888:—

"It is of the highest importance that all Teachers, who are charged with the moral training of the scholars, should continue to take part in the religious teaching of the School, and that any separation of the Teachers from the religious training of the School would be injurious to the moral and secular training of the scholars.'"

Among the regulations in the "Plan of Wesleyan Education" is the following:—

"Every Teacher employed in the (day) Schools, or trained for them, shall be of a decidedly religious character, and in connection with the Wesleyan Methodist Society."

The following is the general scheme of Religious Instruction in the Wesleyan day Schools:—

"The Holy Scriptures: Instruction in the Old and New Testaments. Catechism: No. I. and No. II., explained and committed to memory. Repetition: The Lord's Prayer; the Ten Commandments, selected portions of Scripture, selected hymns. Special lessons: On precepts and emblems, sacred geography, sacred history, etc., on particular texts, Israelitish and Christian institutions."

* In the Summary of the history of Wesleyan Education, 1837-1890, it is stated as a matter of thankfulness . . . that it has never yet been proposed, either in the Committee on Wesleyan Education, or in the Conference, to set aside the method of preparation, whereby persons of decidedly religious character should be duly trained to give . . . (religious) instruction in the Wesleyan day Schools.

Religious Instruction in the Roman Catholic Schools.

The Roman Catholic Elementary Schools of England and Wales are placed under the direction of a "Catholic School Committee," appointed in 1847, consisting of three—one clerical and two lay—representatives of each of the fifteen Dioceses, and the Vicariate of Wales: President, the Duke of Norfolk. On the Committee there are also the following noblemen:—The Marquess of Ripon, the Earls of Denbigh and Gainsborough, the Lords Herries, Mowbray and Stourton.

The chief function of this Committee, as stated in its Report for 1896, is "to secure, as far as possible, the efficiency of the Roman Catholic Public Elementary Schools by educating a due supply of trained Teachers, which it does in the Training Colleges of St. Mary, for men, at Hammersmith, London, and Notre Dame, Liverpool, and the Sacred Heart, Wandsworth, near London, for women."

In Notes received by me from the Rev. Canon Graham, Principal of St. Mary's Training College, in reply to my enquiries, he says:—

"Catholics are treated by the Government, in the matter of education, on a footing of equality with the Church of England and the Nonconformist Bodies. . . . Our grievance is that Board Schools, in which no definite dogmatic religious instruction is given, are treated more favourably than we, in common with other Managers of Voluntary Schools, are, being limited in our means, whereas Board Schools have the rates to fall back upon. In every other respect we are treated well by the Government in the administration of the Code.' . . . The Inspectors of Catholic Schools are the same as those for all other Schools, and are appointed by the Government, being Government Officers."

The Rev. Canon Graham, as requested, has furnished me with the copy of an extended Syllabus of a "scheme of religious instruction in Catholic Elementary Schools." The titles of the subjects of instruction are:—"Prayers, Catechism, Doctrine, Sacred History, Pictures." The classes, for which this very full and elaborate system of religious instruction has been prepared, are:— "Infant class, Confession class, Confirmation class, Communion class, lower Confraternity class, upper Confraternity class." For the middle and upper Schools the classes are:—"Elementary course, divisions one, two and three; middle and higher courses, divisions one and two each."

Religious Instruction in The Home and Colonial Society's Schools.

The educational work of this Society is, as stated in its Report for 1896-97, "centered in two Training Institutions, (with Schools of practice), one of which, the Gray's Inn Road Training College, is aided by Government grants, and is under the inspection of the Education Department, whilst the other; the Highbury Hill House, for the training of woman in secondary and kindergarten subjects, is self-supporting, and is entirely unconnected with the Education Department of the Government."

In the Contitution of this Society it is stated:—

"That in order to perpetuate the teaching of sound Christian doctrine within the walls of these institutions, and thus to secure as far as possible its teaching in Schools, having Teachers from the Society, all individuals, whether Teachers, or other Officers, shall sign, in the presence of the Committee, a declaration, setting forth their belief in the great fundamental truths of Christianity, as defined in the doctrinal Articles of the Church of England, and, as to Teachers, pledging themselves that all their religious instructions shall be in conformity therewith."

The Report itself adds:—

"The constant endeavour has been that every student who leaves these walls shall be well instructed in the faith of Christ Jesus, in the sense in which that is set forth in the Thirty-nine Articles of the Church of England."

The Managers of Board and Voluntary Schools have, alike, the right to determine the kind and nature of the religious instruction to be given to the pupils of their respective Schools. In no case, however, can a Parliamentary Grant be made to these Schools for any such religious instruction, nor unless the law governing this right in both Board and Voluntary Schools be strictly observed.

Religious Instruction in Schools, under the Forster Act of 1870.

The enactment of this restrictive provision in the Forster Act of 1870 has greatly simplified what had always been, up to that year, a most difficult duty,—that of determining the grants to be made to Denominational Schools, which constantly and persistently violated the terms of the "Conscience Clause" which had been adopted by the Privy Council Committee on Education in 1864, but which, up to 1870, had not the sanction of Parliament.

The Sections of the Forster Act of 1870, which deal with the question of religious instruction in Board and Voluntary Schools, are the 7th, the 14th, the 76th and the 97th. The seventh, and most important of the provisions of this Act, is as follows:—

"*Section 7.* Every Elementary School, which is conducted in accordance with the following Regulations, shall be a Public Elementary School." . . . "A copy of these Regulations shall be conspicuously put up in every such School, namely:

"(1) It is not to be required, as a condition of the admission, or continuance, of any child in the School, that he shall attend, or abstain from attending, any Sunday School, or any place of Religious Worship, or that he shall attend any religious observance, or any instruction in religious subjects in the School, or elsewhere, from which observance, or instruction, he may be withdrawn by his parents, or that he shall, if withdrawn by his parents, attend the School on any day exclusively set apart for religious observances by the Religious Body to whom his parents belongs. (See section 76 below.)

"2. The time, or times, during which any religious observance is practised, or instruction in religious subjects is given, at any meeting of the School, shall be either at the beginning, or at the end; or at the beginning and at the end of such meeting; and shall be inserted in a Time Table, to be approved by the Education Department, and to be kept permanently and conspicuously affixed in every School Room; and any scholar may be withdrawn by his parents from such observance, or instruction, without forfeiting any of the other benefits of the School.

"(3) The School shall be open at all times to the inspection of any of Her Majesty's Inspectors; so, however, that it shall be no part of the duties of such Inspector to inquire into any instruction in religious subjects given in such school, or to examine any scholar therein in religious knowledge, or in any religious subject, or book. . . .

"*Section 14.* Every School, provided by a School Board, shall be conducted . . . in accordance with the following Regulations . . .

"No religious Catechism, or religious formulary, which is distinctive of any particular Religious Denomination shall be taught in the School. . . .

Section 76. When the managers of any Public Elementary School, not provided with a School Board, desire to have their School inspected, or the scholars therein examined, as well in respect of religions as of other subjects, by an Inspector other than one of Her Majesty's Inspectors, such Managers may fix a day, or days, not exceeding two in any one year, for such inspection, or examination. . . .

"2 On any such day, any religious observance may be practised, and any instruction in religious subjects given at any time during the meeting of the School, but any scholar who has been withdrawn by his parents from any religious observance, or instruction, *in religious* subjects shall not be required to attend the School on any such day.

"*Section 97.* The conditions required to be fulfilled by an Elementary School in order to obtain an annual Parliamentary grant shall be those contained in the Minutes of the Education Department.

"(2) Such grant shall not be made in respect of any instruction in religious subjects."

AUTHORITY FOR RELIGIOUS INSTRUCTION IN THE BOARD SCHOOLS.

In Sir H. Owen's "Elementary Education Acts, 1876–1897 Manual," the Author, in commenting on Section 14 of the Act of 1870, says :—"Where School Boards, being of the opinion that they are not debarred by this 14th Section from allowing the Apostles' Creed to be taught in their Schools, have allowed it to be so taught, the Education Department have not felt themselves called upon to interfere." They have regarded it as a matter within the discretion of the School Board whether the Apostles' Creed shall, or shall not, be taught and explained in their Schools. The Education Department have stated that they consider that School Boards, which provide religious instruction in their Schools, are justified in securing, by inspection and examination of the scholars, information as to the efficiency of the instruction.

"Regulations to the following effect have been adopted in whole, or in part, by a large number of School Boards, with reference to religious instruction. prayers and hymns in their Schools :—

"(1) That, in the Schools provided by the Board, the Bible shall be read, and there shall be given such explanations and such instructions therefrom, in the principles of morality and religion, as are suited to the capacities of children ; provided always, that, in such explanations and instructions, the provisions of the School Act of 1870, Sections Seven and Fourteen, be strictly observed. both in letter and spirit, and that no attempt be made in any such Schools to attach children to any particular Religious Denomination. . . .

"(2) That such explanations, and instructions, as are recognized by the foregoing Regulation, shall be given by the responsible Teachers" of the Schools.

"(3) That, in accordance with the general practice of existing Elementary Schools, provision may be made for offering prayer and using hymns in Schools, provided by the Board at the 'time, or times, when, according to Section Seven of the Elementary Education Act of 1870, sub-section two, 'religious observances' may be practised.

"(4) That the arrangements for such religious observances be left to the discretion of the Teacher and Managers of each School, with the right to appeal to the Board by Teacher, Managers, parents, or ratepayers of the district. . . .

"(5) That during the time of religious teaching, or religious observances, any children withdrawn from such teaching, or observance, shall receive separate instruction in secular subjects. . . ."

Speaking of the character of Religious Instruction in the Board and Voluntary Schools, Sir John Gorst, in submitting to the House of Commons the Education Estimates for 1898–99, said : "Religious teaching in the Schools was of two kinds—historical teaching and the teaching of doctrine. He did not pretend to say that it would be wrong to compare the relative importance of those two kinds of teaching, but, as a rule, Bible teaching in most Schools occupied a great deal more time than the teaching of doctrine. He had expressed doubt whether that part of the teaching which was historical was not better taught in Board Schools than in Voluntary Schools. He entertained that doubt no longer. He had no hesitation in saying that, at any rate, in London, the Bible teaching in Board Schools was so superior to that in Voluntary Schools that there was no comparison between them. These were facts which he might suppress, but could not alter.

For this statement, Sir John Gorst was taken to task by the Archbishop of Canterbury (Dr. Temple) in the House of Lords. His reply, through Lord Salisbury, was that, what he stated was the result of his own conviction, although not based upon official returns.

A voluminous return has recently been issued by the Education Department, containing a detailed account of the religious instruction given in Board Schools in 1895–96. Out of 2.329 of these Schools, only 57 are reported as not having made any provision on the subject.

A very successful effort was made in Winchester in 1891 to confederate, under a composite "Elementary Schools Council," the eleven Voluntary Denominational Schools in that city. This Council is composed of two representatives from each of these eleven Schools—Church of England, Roman Catholics, and Wesleyan—and twenty-two persons, elected by the voluntary ratepayers, forty-four in all. The voluntary rates and subscriptions, etc., are put into a common fund and disbursed to each of the Schools by the Council.

In a special Report on Denominational Schools, prepared in 1897, under the direction of the Minister of Education, I have given particulars of what is practically a similar system, but more comprehensive in its character, which has existed for some years in Poughkeepsie, State of New York. It is identical with the Faribault system promoted by Archbishop Ireland, of St. Paul, Minnesota, as fully explained on pages 200–205 of the "Legislation and History of Separate Schools in Upper Canada," (1897,) published by the Writer. (See the reference to Archbishop Ireland in the last Chapter, page 63.)

Nature of the Objection to Religious Instruction in Board Schools.

Objections of a very indefinite character are generally the ones used by those who object to religious instruction being given in the non-denominational Board Schools of England. The Bishop of Guildford, in a speech delivered at the opening of the new Anglican Schools at Ventnor, in the Isle of Wight, in October, 1898, put his objections to the instruction in a definite form, and said :—

"The Voluntary Schools were inestimably to be preferred to Board Schools. . . . In many cases the Board Schools gave a good secular education, and in London, he believed, the religious education was of a very satisfactory character, as far as it went; but there was always this fatal blot in respect to them, there was no fixity of tenure in religion. Board Schools might give an excellent religious education—they gave the best they could; but they were debarred from using that useful handmaid of religious instruction—the Catechism.

"And they lay under this terrible disadvantage, that, in a Board School, they could not inquire into the character of a Master, or Mistress, or Pupil Teacher. They were not allowed to ask whether a School Master was a Christian or not."

It may be true that, as a matter of official regulation, certain inquiries may not be definitely authorized; but it is not at all likely that Managers of Board Schools would engage a Teacher without knowing something about his character, habits, etc.

CHAPTER VII.—RECENT EFFORTS TO PROMOTE POPULAR EDUCATION IN ENGLAND.

A new departure has recently been made by the English Education Department, in the establishment, for the use of students, and others, of an Educational Library and Inquiry Office in Cannon Row, Whitehall. This Library contains about 7,000 volumes on "Pedagogy and the Administration of Education," including a large collection of the Education Reports issued in other Countries. . . . These Reports and Documents are now "available for students visiting the Library." There is also in it "a representative *variety of foreign* educational magazines."

As the result of this new departure, and as an outgrowth from it, the Privy Council Committee on Education have authorized the issue, by the Chief Officer of the Library, (as Parliamentary papers), of "a series of Special Reports on educational subjects" in various Countries.

The first of this series of Special Reports has just been issued. It extends to 732 pages and contains twenty-six separate Reports, signed by their authors, relating to education in England, Ireland, Belgium, France, Germany, (Prussia, Saxony, etc,), Denmark, Egypt, Spain, the United States. and Manitoba, and Women's Universities in the British Empire and foreign Countries."

A second and third Volume were issued in 1898. These publications are similar, in some respects—but with a narrower range—to the admirable annual volumes issued by the United States Bureau of Education in Washington.

The reason given, in a Parliamentary note, for the publication of these special Volumes, is that of the increased "interest now taken in the comparison of different methods of teaching, and of different forms of school organization," and, therefore, "useful to students of education." Many of the Reports in the Volume are reprinted separately for the convenience of distribution.

The Increased English Education Grants for 1898-99.

Having obtained a copy of the English "Education Estimates" for 1898 99, I have prepared the following condensed summary of them. While, no doubt, they will prove interesting to many, they will also be a surprise to others who are disposed to object to our yearly increasing grants for education in various Provinces of the Dominion. The annual average increase of these grants in England is from £300,000 to £400,000. The proposed Parliamentary Grants for Education in 1898-99 are as follows:—

For Elementary Day Schools	£4,692,155
"Free grant"—to promote free schools, by diminishing fees payable.	2,303,000
For Evening (Continuation) Schools	192,183
Special grant to Voluntary Schools under the Act of 1897	621 000
Special grant to Board Schools under another Act of 1897	193,000
Education of blind and deaf children	18,260
Teachers pensions and gratuities	37,160
	£3,056,758
Training Colleges	171,856
Education Department—salaries	75,673
Education Department—expenses	1,480
School Inspection—salaries	166,705
School Inspection—expenses	45,010
Special inquiries and expenses	2,642
	£8,520,124
Instruction in Public Elementary Schools and Training Colleges, by the Department of Science and Art	69,350
Proportion for instruction in other Schools, by the Department of Science and Art	41,000
Parliamentary grants to various Universities and Colleges in England and Wales	62,507
Public Education in Scotland	1,281,867
Scottish Universities	42,000
Public Education in Ireland	1,121,734
Endowed Schools, and Queen's Colleges in Ireland	5,855
Science and Art Museums, etc.	748,194
Agricultural Education in Great Britain, (also £7,000; from the Board of Agriculture)	9,000
Grand total	£11,901,631

In addition to these Parliamentary Grants, the income of the Board Schools from rates in 1897 was £2,325,301, and of the Voluntary Schools from subscriptions, etc., in 1897, was £843,874 ; total £3,169,175. That sum, with the Parliamentary grants in 1897 of £8,001,338, made a total of £11,170,513 available for the Public Elementary Schools of England and Wales during 1897—apart from the expenditure of £171,856 on behalf of Training Colleges, being a gross total of over fifty-five millions of dollars.

The Gilchrist Educational Trust was founded in 1841 by the late Dr. Gilchrist, "for the benefit, advancement, and propagation of education and learning in every part of the world." . . . Its income is now devoted to the maintenance of scholarships and lectures on scientific subjects for artisans, etc. Formerly Canada shared in the advantages of the Trust, but not, I believe, of late years.

Technical Colleges.—Of these there are several local institutions, such as the Central Technical College, and the Technical Art School at Kensington, and also the Technical Colleges at Finsbury (London), Bradford, Bristol, and Manchester, etc.

ACTIVE MOVEMENT TO PROMOTE SECONDARY AND TECHNICAL EDUCATION IN ENGLAND.

In 1886, an Association was formed in England "for the Promotion of Technical and Secondary Education." "Secondary Education," as defined by the Association, is designed "to cover an intermediate region of education, which lies between the Elementary School and the higher Colleges and Universities." The Association further defines its aim to be "to promote Technical, Commercial and Agricultural, Education, and encourage those educational reforms which will improve the capacity, in a broad sense, of all those upon whom our industries depend. It desires :

"(1) To develop increased general dexterity of hand and eye among the young, which may be especially useful to those who have to earn their own livelihood. . . . (2) To bring about more widespread and thorough knowledge of those principles of science and art, which underlie much of the industrial work of the nation. (3) To encourage better secondary instruction generally . . . for those who have to guide our commercial relations abroad, and to develop our industries at home."

This Association has been very active in its efforts to excite public attention to the subject. Sir Henry Roscoe, the Secretary, in a recent Report, says :—

"It is with great gratification that the Executive Committee are able to record a remarkable awakening of public interest and activity in the matter of Secondary and Technical Education." As a result, he cites the "legislative achievements of the passing of the Welsh Intermediate Act of 1889, the Technical Instruction Acts of 1889 and 1891, and the educational clauses of the Local Taxation Act of 1890. . . . The provisions of the Government measure on Secondary Education of last Session were, in many respects, similar to the proposals embodied in the Secondary Education (England) Bill, which this Association promoted in 1892."

In regard to "the Government measure," to which Sir Henry Roscoe refers, the Rev. Dr. Waller, Secretary of the Wesleyan Education Committee, has furnished me with the following information :

"At present, there is no system of Secondary Education under Government control. The late Vice-President of the Committee of Council appointed a Departmental Committee to consider the question. This Committee was superseded by a Royal Commission, appointed in March, 1884. Their Report and recommendations were signed by the Commissioners in August, 1895, and subsequently published (in nine volumes). . . .

The recommendations of the Commissioners may be briefly summarized under five heads, as follows :

"(1) *Central authority*—It is recommended that a [new Education] Department should be created, and that a 'Minister of Elementary Education' should also have *charge of the* administration of Secondary Education.

"(2) *Local authorities* to be set up in every County and every County Borough with a population of 50,000; special provision being made for London.

"(3) *School Organization*—Arrangements for the better organization of Schools to be left in the hands of the 'local authority.' Existing Endowed Schools, and all other Schools, which provide a Secondary Education, and are more or less of a public character, are to be considered in relation to the needs of the locality. . . "

(4) and (5) relate to finances and Teachers.

"In the Education Bill brought into Parliament in March, 1896, by Sir John Gorst, (present Vice-President of the Privy Council Education Committee), Clause 12 provides for the creation of 'local authorities' to deal with Secondary Education. The Bill was not acceptable, and was withdrawn.

THE IMPERIAL BOARD OF EDUCATION TO BE A CENTRAL EDUCATIONAL AUTHORITY.

"The Duke of Devonshire, however, (President of the Education Committee of Council), introduced a measure on Secondary Education in 1898, as recommended by the Royal Commission. Its consideration was deferred until the Session of 1899. In introducing the subject to the House of Lords, the Duke of Devonshire intimated, that the measure would take a two-fold form. First, a Central Authority would be created, to which would be intrusted the whole duty of managing the Elementary and the proposed Secondary Schools. This Central Authority would be of a very comprehensive kind. It would supersede the present Education Department, and the Committee of the Privy Council on Education, and would be known as "the Board of Education for England and Wales." This Board would consist of "the Lord President of the Privy Council, Her Majesty's principal Secretaries of State, the First Commissioner of Her Majesty's Treasury, the Chancellor of Her Majesty's Exchequer, and one other person appointed by Her Majesty the Queen, who shall also appoint a President of the Board. If such President be the Lord President of the Privy Council, then the Queen shall appoint a Vice-President. This Board shall assume all the duties of the present Education Department, and of the Department of Science and Art, as well as certain powers of the Charity Commissioners.

The Duke of Devonshire, in speaking of the Government, and of the local authorities, and, in recommending these important changes, stated that:

"None, so far as he had been aware, had been accustomed to look at educational questions as a whole, or to work together with each other for the co-ordination of educational administration. He did not know whether the President, or the Vice-President of the Council, had ever attempted to place before Parliament a complete, or well-defined, scheme of Elementary Education, but he was quite sure that it had never been the duty of either to place before his Colleagues, or Parliament, any complete and well-defined scheme with the objects with which Secondary Education was concerned.

"Dealing with the present state of the question, he found that, beginning with some small grants for the elementary teaching of the principles of science and art, the Department was now engaged in spending on central Colleges of Science and Art £20,000 a year, and a further sum of £276,000 in class teaching. Local authorities had also been taxing themselves; and over £800,000 of public money had been absolutely placed at their disposal for the same objects.

"There was at the present time no definite line of demarcation between Elementary and Secondary Education. It was impossible to state, with any approach to accuracy, what amount of public money was applied by School Boards to what was practically Secondary Education, but, in addition to the amounts mentioned, Parliament had paid to those responsible for the reorganization of Public Schools a sum of £68,000. To these figures might be added an immense number of private and proprietary Schools all over the Country, a great number of which would be willing, it was believed, to enter into a general educational scheme."

"In recommending the establishment of a Central Authority," the Duke said, that it would be "responsible for Secondary, as well as Primary, Education, but not necessarily the establishment of any system of strict uniformity, such as must exist in in any system of Elementary Education. On the contrary, he believed that the system recommended by the Royal Commission, and adopted under the Bill of 1896, whereby the local authorities were given a wide discretion, was practicable. He thought that a Central Authority was becoming an indispensable preliminary to the inauguration of any satisfactory system." . . .

Nature of the Proposed Higher Primary, (or Secondary), Schools.

In regard to this movement in favour of "Secondary Education," the practical and technical side of it finds more advocates than does the "higher," or literary, side. The general feeling, however, so far as I can see, appears to be greatly in favour of the adoption in England of the equivalent of the very successful scheme of the "higher primary school" in France.

This "higher primary school" is divided into four sections—"the general, the commercial, the technical and the agricultural." The advocates of this scheme in England urge that it meets the case of the varied tastes and necessities of youths destined, (as nine-tenths of them are,) for industrial life in workshops, the business, or counting, house, the farm, or in commerce. The French Minister of Public Instruction states that the "higher primary school" is "intended to give specialized instruction for individual professions in commerce, or industry, and to develop in youths destined for manual occupation, and the dexterity and the technical information necessary thereto." M. Buisson, a noted French Educationist, emphasizes these words of the French Minister, and adds :—

"That, wherever there may be found a collection of children of the age of twelve years, who intend going in for agriculture, trade, or business, there shall be found at hand an agricultural, industrial, or business school, properly organized, adapted to their requirements, and suitable for helping them to attain the end which they have in view."

Subjects of Instruction in Evening Continuation Schools.

Night schools date back to 1839. In 1861 day School Teachers were first authorized to teach in Night Schools. But, in 1888, a Royal Commission recommended that "the Evening School system should be thoroughly revised," and, in 1890, the system was revised; but, in 1893, it was not only revised, but enlarged, and a system of "Evening Continuation Schools" was authorized, and it was then prescribed by the "Code" that "elementary education should not be the principal part of the education therein given."

In an "Explanatory Memorandum," originally published in 1893, and reprinted in the Special "Code" for these Schools in 1898, it is stated that "the objects contemplated in the Evening Continuation Schools are :—

"To give freedom to Managers of Board and Voluntary Schools in the organization of their Schools.

"To offer to managers and Teachers a wide choice of subjects adapted to the various needs of scholars and districts.

"To suggest, (and herewith provide), both concisely, and in full detail, courses of instruction in these subjects.

"To enable Managers to combine instruction in subjects for which special grants are paid by the State, with instruction in other subjects, for which no such grants are paid, but which it may be, for special reasons, desirable to include in the school curriculum."

These Evening Continuation Schools differ widely in their scope from the ordinary "night" or "evening" schools. They are, in essence and in purpose, designed for higher work, as true "continuation" schools for those who had completed a good primary school *education. Formerly* the Evening Schools were rather places where young people, who

lacked elementary education could obtain it after day-school age, in the evening, similar in grade to that of the elementary Day School. All this was changed by the "Codes" of 1890-93; and now the object and purpose of the "Continuation School" is development in higher branches of education.

To accomplish this, the "Code" enlarged the area of instruction, which now includes within its scope a variety of subjects, in addition to those prescribed as ordinary "class" and "special" subjects. The schedule attached to the "Code" for Evening Continuation Schools contains two sets of schemes. The first is "adapted to the needs of all Schools, from which it is provided that portions may be selected suitable to the capacity and attainments of the scholars, and to longer, or shorter, school sessions."

The second scheme is proposed to show how those in the first scheme "may be lengthened into a more detailed syllabus." Managers of Schools may, however, construct a syllabus, or "scheme of their own in any one of the subjects, or in any other subject sanctioned by the Department. Such schemes and Time Table of work must be submitted to and approved by the School Inspector at the beginning of a session of the School."

The first or "concise scheme," embrace the following subjects :—

Reading, or Recitation, or both combined.

Letter Writing, or Commercial Correspondence, and Composition, or Theme, Writing.

Reading and Writing combined.

Arithmetic, including Compound Rules and Reduction; Fractions, Household Accounts, Bills of Parcels; Practice; Proportion, in its Application to Interest, Averages and Percentages.

English, Languages and Mathematics, Science Subjects, which, among other things, includes Domestic Science, the Science of Common Things *i. e.*, the Home, its Fixtures and Furniture, Heating, Lighting, Clothing, Food and Beverages, Cleanliness and Disinfection, Safety from Accidents and Injuries—including "First Aid to the Injured," etc., Precaution Against Diseases.

Chemistry and Mechanics; Magnetism and Electricity; Human Physiology; Hygiene, including various matters; or, as an alternative scheme, that authorized by the St. John's Ambulance Association.

Commercial and Miscellaneous Subjects.

The "Detailed Schemes" are much more elaborate and include the subjects of the "Life and Duties of a Citizen," Ideals . . . of "Representative Government," in its varied phases and functions. Other topics are, "The Empire," "Industrial and Social Life and Duties," Elementary Physiography—(Measurement of Length, Surface, Volume, or Bulk); Elementary Physics and Chemistry; Science underlying Domestic Economy and Hygiene; Agriculture; Commercial Arithmetic; Book Keeping; Commercial Geography and History; Vocal Music; Domestic Economy, including the general Subjects of "Food; Air; the Skin; Clothing; Washing; the Meals; the House; Management of Income; Health and Sickness." Each of these general Readings have a number of sub-heads. Manual Instruction in Wood and in Metal, etc.

Very full explanatory notes on these subjects are appended to the "Code," and extra grants are made for teaching them.

The necessity for these "Continuation Schools" seems to be more necessary in England from year to year. Their practical equivalent in France are the "higher primary schools," as before mentioned. Both kinds of Schools are confined in each Country to the special purpose of continuing the education of the elementary schools into a higher grade, with a view to develop educated workers—workers for the fields and the farms, for the factory and the workshop.

These "Continuation Schools" of England, of Saxony—where they are largely developed—and of France are designed solely to :—

"Provide an education higher than that of the ordinary Elementary School, but different in character, but especially in duration, from what is termed 'Secondary Education,' whether classical or modern,"—as the industrial necessities of the times demand them.

Except in the country parts of England, the Evening Continuation Schools have been most successful. The Committee of Council on Education, in their Report for 1897-1898, refer to their "increasing usefulness" and to their "doing admirable work." Since 1895, the number of these Schools has increased by over one thousand—from 3,947 in 1895 to 4,980 in 1897—the attendance at them from 270,285 to 358,628, and the Parliamentary Grants to them from £112,084 to £162,158, or over £50,000 in two years.

In order to make these Schools even more efficient than they were, the Education Department, in its Report for 1897-98, states that it has "made a change in the conditions which regulate the admission to Scholars, so that 'no scholar may now be entered, or continue on the Register of an Evening Continuation School, who is under fourteen years of age, unless such scholar is exempt from the legal obligation to attend school; and no Pupil Teacher engaged in a public Elementary School may be registered as a scholar."

In the same Report for 1897-98, it is stated that among the subjects for which grants are made by the Department are:

Needlework for Girls and Women.
Shorthand; (studied by 40,882 Scholars).
Vocal Music, which was taken by 32,019 scholars.

The other Subjects follow in the order named, so as to show their comparative popularity in the Evening Continuation Schools:

Book Keeping.
Mensuration.
Domestic Economy.
The Science of Common Things.
Ambulance Work.
Algebra.
Life and Duties of a Citizen.
Human Physiology.
Chemistry.
Magnetism and Electricity.
Elementary Physiography. (Length, Surface and Bulk Measurement.)
Hygiene.
Elementary Physics and Chemistry
Agriculture.
Horticulture.
Botany.
Navigation, etc., etc.

CHAPTER VIII.—SIGNIFICANCE OF THE NEW DEPARTURE IN THE ENGLISH EDUCATION POLICY.

The London *Daily Chronicle*, in commenting on the advanced programme of the English Education Department, as set forth in the Report for 1896-7, says:

"In the preparation of this Report their Lordships have flung all departmental precedent to the winds, and have supplemented the bare record of *fait accomplis* with a long introductory memorandum, which is nothing less than a pronounciamento on education, filled to the full with the weightiest indications of future policy. Rightly understood, this momentous démarche is really only another instance of the Government

yielding to that irresistible tendency of to day, to take the democracy into its confidence. If the Report is remarkable for the expression of policy it contains, the policy itself is more remarkable still. A careful perusal of the points raised, and the manner in which they are treated, shows that this very policy has a striking resemblance to that developed by Sir John Gorst in the speech which he delivered on the Education Estimates. And what makes matters stranger still is, that this time it is not the Vice-President speaking by himself and for himself, but the Report is signed and countersigned by the two chiefs together.

"The first question raised by the Report is the leakage of children over eleven in our primary schools. Sir John called it a 'crucial' matter, and the Report is scarcely less emphatic in its language. It urges the necessity for 'closer inquiry into the causes which explain, however little they palliate, it." Education cannot be 'satisfactory till this defect has been cured.' And the reasons of it are a disinclination to an agricultural life, and defective administration of the school attendance laws, due to their being no 'effective public opinion behind the elementary Acts' in certain districts. This is only an endorsement of Sir John Gorst, who further reprobated the overwork of half-timers. Their Lordships take up the question of out-of-school employment of full timers. Errand running and caddying at golf may not be 'dangerous trades' for a child, unless they prevent his learning a skilled trade. But their Lordships do not rest here. At all hazards, they wish to dissipate the 'lethargy' that prevails on this question. One cause of the leakage is immediate gain—a palpable hit for the Lancashire half-timers. The anomalies of the law are instanced as another cause. . . . Nevertheless the rural educational authorities, who are the sole authorities for enforcing school attendance . . . are sometimes among those who are anxious to obtain cheap child-labour at certain times of the year. They show an undue leniency in prosecuting contravention.' Here the murder is out! Surely Sir John, on signing the Report must have muttered to himself something about Wisdom and Justification. But their Lordships continue:—'As long as this 'unevenness is perfect' there is little hope of rousing public interest in education.' Therefore, say their Lordships, 'Let there be more light; let people understand that education is part of the national defence,' and then comes an assertion on the ethical tone of Schools, apart from the mere influence of Bible lessons, that must make the clerical friends of the Government uneasy, and indeed, reads perilously like the language used in France by those who defend *l'ecole laïque.** What their Lordships say on the vexed question of Country Schools is excellent. They see how much depends on the Teacher: on the duty of making his life a self respecting and attractive one, and of securing in him a true love of the Country, for great is his influence for good and evil. His aim must be not to produce 'multitudes of clerks, but multitudes of craftsmen,' in scholars 'who do not despise labour, but honour it;' who do not regard handicraft as something socially inferior to unskilled service in shop or office."

Changes and Reforms in School Management and Administration.

This forecast of the policy and purpose of the English Education Department is fully borne out by the statement of what has been accomplished by that Department in 1897, as thus summarized in the Report of the Lords' Committee of the Privy Council on Education for the year 1897-98. It says:

"The past year has been, from the point of view of administration, one of the most important in the history of the Education Department. The establishment of

* In a recent address by Sir John Gorst, in Bradford, he spoke with a good deal of emphasis on the problem of the "Derelict Million" of truants. Some decisive steps, he stated, "ought to be taken to deal with that derelict million, but to do that they would require a strong central Department of Government, and strong and energetic local authorities to co-operate with that Department. The mere carrying on of the present law would never succeed in bringing up the attendance of the children to anything like the proper figures." Calling attention to the extreme importance of this derelict million, from the economical point of view, he said "this was the class from which our criminals and paupers were mainly recruited. Between the ages of five and fourteen they were surely reclaimable; but, if nothing was done, they grew up to require an enormous expenditure in police and magistrates and prisons in order to prevent them from preying on society."

Associations of Voluntary Schools, under the Voluntary School Act of 1897; the increased grant to Board Schools; the transferrence from the Department of Science and Art to the Education Department of the administration of the grants for Drawing and Manual instruction in public Elementary Day Schools; and the further development of the new system of Inspection have taken place.

ILLUSTRATION OF THE VALUE OF PUBLIC DISCUSSION ON EDUCATIONAL MATTERS.

"These changes have not been merely mechanical in their character. They are significant of far-reaching movements in public opinion, and are the outcome of prolonged discussion on the principles of educational policy. . . .

"They indicate, though in different ways, the increasing importance which is being attached by the Nation to the financial and educational needs of the various types of Elementary Schools. We are conscious of a striking growth of public interest in the problem of National Education. There are many signs that increasing attention is being given to the aims of the different grades of Schools, to their various curricula, and to the material conditions and methods of teaching, which may best secure and deepen their moral and intellectual influence.

"This growth of public interest has inevitably been accomplished by some controversy; but we believe that the full discussion of educational aims, and of administrative difficulties, will ultimately be found to have conduced to the enlightened development of our educational resources.

QUESTIONABLE RESULTS OF THE OLD SYSTEM OF SCHOOL EXAMINATIONS.

"It was our aim to relieve efficient Schools and Teachers from the false standard of educational excellence which the old system of examination tended to set up. We believe that a Teacher, who is competent for his duties, and zealous in their discharge, does his work best when he is given freedom in the choice of methods, and liberty to adapt his course of instruction to the needs and abilities of his pupils. The most permanent and valuable results of education are not those which can be elaborately displayed on an annual field-day.

"It is misleading to attempt to measure a Teacher's educational skill, or the more lasting effects of his instruction on the faculties and character of his pupils, by a test which tends to throw the chief stress on the reproduction of a certain amount of knowledge on an appointed day. Such a system inevitably encourages sham, rather than true, education. It sets a premium on kinds of special preparation, which are generally incompatible with the necessarily slow and less showy process of thorough intellectual discipline Children can be usually made to acquire, for a temporary purpose, a good deal of information which is afterwards quickly forgotten, and leaves behind it little permanent impress or lasting good. . . . A system which makes [preparation for an examination], the chief aim of School work, is hurtful to the true efficiency of educational effort. It assesses its merits by a false standard. It induces superficial and fleeting excellence.

CHARACTER-FORMING INFLUENCES OF A GOOD SCHOOL.

"The character-forming influences of a good School are so manifold that undue concentration of effort on one outcome of efficient instruction tends not only to throw into the shade much that is most valuable in itself, but indirectly to deter the Teachers from giving the due measure of attention to other essential parts of their work. A School is a living thing, and should be judged as a living thing, and not merely as a factory, producing a certain modicum of examinable knowledge."

SUCCESS OF THE NEW SYSTEM OF SCHOOL INSPECTION IN ENGLAND.

In referring to the success of the new system of School Inspection and its effect on Teachers and Schools, the Report of the Privy Council Committee on Education for 1896-*97, proceeds:—*

"We note with satisfaction that the Teachers are proving themselves worthy of the trust which is placed in them; that the relations between them and the Inspectors have become more cordial; that the mechanical form of teaching, induced by a more mechanical method of examination, are tending to disappear; that the Teachers, relieved from the nervous anxiety inseparable from the formal test of an official examination (of the scholars) . . . are more at liberty to improve their daily methods of instruction. . . .

"The new methods permit the School Inspectors to see the Schools in their work-a-day dress, and to form a more accurate judgment of their daily conditions. They permit many sides of school life to be watched with greater exactitude and care, and direct attention to many subjects upon which our knowledge was previously somewhat hazy and uncertain. A searching light has been thrown upon certain aspects of school method and administration, for which the old system had provided no proper test."

In the next succeding Report of the Education Department for 1897-98, it is stated that:—

"The New System of inspection aims at securing a proper test for all sides of the work of a School. . . .

"The visits of inspection are, as a rule paid without notice, in order that the Inspectors may see the School under its normal conditions, and thus form an accurate judgment on its habitual state. . . . The new system of inspection throws upon [Managers of Schools], and upon others concerned a certain increase of responsibility, because it has become more than ever necessary for them to secure that, at proper intervals during the school year, steps are taken to test the progress of each child, and to ascertain what measure of accuracy he has gained. But the provision of these tests is a proper and necessary function, if those locally responsible for the welfare of the Schools and the task of providing them is likely to add to the reality and effectiveness of School management."—

FREEDOM IN THE TEACHER'S WORK, UNDER THE NEW SYSTEM OF INSPECTION.

"Along with a more general acknowledgment of the need for freedom in the Teacher's work, and of necessary distinctions, as well as in the curricula of various types of Schools, as in their administrative relation to the State, there has arisen a deeper feeling of the necessary inter-connection between the several parts of our educational system, and of the profound importance of a high, but wisely adjusted, standard of educational efficiency to the welfare of the Nation at large. . . .

"The removal of unnecessary limitations on the Teacher's choice of methods has been followed by a remarkable and salutary growth of interest in educational problems. . . . The reports which we receive from the Inspectors as to the working of the new system of inspection are encouraging and satisfactory."

CHAPTER IX.—DEFECTS IN THE ENGLISH EDUCATIONAL SYSTEM.

In his speech, in submitting the Education Estimates in the House of Commons on the 17th of June, 1898, Sir John Gorst, Vice-President of the Privy Council Committee on Education, dealt critically with the English Education System as it at present exists. He said:

"With the amount now to be voted by the State, voluntary contributions, and the amount contributed by rates, the sum to be spent on Elementary Education in the course of the current year in England and Wales would be £11,690,000 and that he regarded as an earnest of the conviction of the people that education was a National necessity, and that the Country depended for its greatness as much upon the intelligence of an instructed population as upon fleets and armaments."

Sir John Gorst then proceeded to point out the defects in the working of the English Elementary School System. He said:—

"1. The first was the early age at which children left school. This was the great obstacle to elementary education. The compulsory school age ceased at eleven, * but the standard of exemption depended upon local by-laws.

"All standard exemptions," Sir John in his speech, then proceeded to say, "were bad in principle. At the age of thirteen the operation of all such by-laws ceased, and the child reverted to the statute law, which required the passing of the Fourth Standard. Of 600,000 children at school, between the ages of ten and eleven, 20,000 left at eleven forever, and between 50,000 and 100,000 became half-timers; at twelve 85,000 more disappeared; at thirteen 289,000 disappeared; after fourteen there were only 48,000 left at school—the result being that of those who left at the earlier ages everything they had learnt was very soon wiped out of their minds." He believed that until the Education Department took the matter in hand and raised the age for leaving to thirteen a great deal of the education given would be wasted, and the tall talk of competing with other Countries in education, under the existing condition of things, was absurd.

"2. Another obstacle to the effectual expenditure of the money which the Country was willing to vote for education was the irregularity of attendance, not to speak of the failure of our system to get all the children of the county on the school books. It was estimated that there were 7,924,128 children who ought to be on the books of some school, while the actual number was only 5,509,845, and the percentage was substantially declining. Not only was the law at fault, but the administration of the law was extremely loose. Irregular attendance inflicted the greatest possible injury upon voluntary education, because it not only injured the child, but also the School."

This subject is attracting a good deal of attention in England. Truancy is a great and growing evil there. Sir John Gorst, speaking of truants, (see page 37), calls them the "derelict million," while popularly, they are known, in England, as hooligans." In a recent discussion on the subject in Exeter Hall, London, the President of the National Union of Teachers, stated that the 750,000 children on the books of the London Schools were composed of three groups—viz., two-thirds regulars, one-sixth casual irregulars, and one-sixth chronic irregulars. The machinery for enforcing compulsion existed almost entirely for the chronic irregulars. In Glasgow the attendance was 89 per cent., in London 81 per cent.; or that of 750,000 children on the register 145,000 were absent every time the London Schools were open. It was also pointed out that of the persons convicted in England and Wales in 1898, 20.9 per cent. were absolutely illiterate, and 62.6 per cent. were only able to read and write imperfectly; while there was indisputable evidence that the "Hooligans" were the truants and other ill-governed children, who were never brought under the disciplinary influences of a public school. A proposal was subsequently agreed to that, as the present system of compulsion and prosecution had, for various causes, failed, a special court for truant cases be established, with special magistrates, to preside in them, be appointed.

"3. The next obstacle to education was that children frequently attended school in a condition unfit to receive instruction. There was, in the first place, the whole army of half-timers, many of whom were worked for unconscionably long hours, and there were also children in full attendance who worked both before and after school hours. Of course, those children when they were at school were not in a fit condition to receive instruction. There were also children who came to school starving, and to attempt to inculcate education into their minds was not only waste of time but cruelty.

Inferiority of Voluntary Schools in Large Towns.

4. The next obstacle to education was the inferiority in great towns of the Voluntary Schools. He considered that the maintenance of Voluntary Schools was of the greatest importance to the country on religious and educational grounds, but he was convinced that voluntary schools could only continue to exist upon the condition that they were made thoroughly efficient.

* *The school age* in Ontario is from five to twenty-one years. Not compulsory, however.

The correctness of this statement of Sir John Gorst was amply verified by the result of the junior County Scholarship examinations in 1898. These examinations are almost exclusively attended by children from the public Elementary Schools of London. The result of this examination shows how very superior the instruction given in the Board School is to that given in the Voluntary Schools of London. The following is the comparison in tabular form:

	Board Schools.	Voluntary Schools
Schools sending children	280 out of 458, or 61 per cent.	89 out of 509, or 17.5 per cent
Number of entries	3,243	445
Entries per 1,000 in average attendance	11.8	3.7
Number of passes	1,601	183
Proportion of passes to entries	49 per cent.	41 per cent.
Number of scholars	554	44
Proportion of scholars to entries	17 per cent.	10 per cent.

These percentages are remarkable for their contrasts, as are also the numbers of those who passed the examination.

5. Another point to which Sir J. Gorst drew attention was the inferiority of rural schools to urban schools, at the same time that they were more costly; and, until they got an area of management more like that of the County Councils, it would be hopeless to expect any great improvement.

6. The next obstacle to education was the want of trained Teachers, and means must be taken to obtain a better supply.

7. Another obstacle was the want of an organized system of Secondary Education, and if we were to hold our own in the industrial competition of the future we must have workers and trainers as well equipped as the workers and trainers of other countries. Open doors for our commerce were useless unless we were sufficiently well trained to take advantage of them. Reform of education must begin with the elementary schools, otherwise the Technical Institutions and Commercial Colleges would fail for the lack of properly trained boys and girls to take advantage of them.

(NOTE.—I have gone more fully into this matter in the last Chapter.)

LOCAL CONFLICTING EDUCATIONAL INTERESTS A GREAT DRAWBACK.

Sir John Gorst, in a subsequent speech, during the "Parliamentary Recess," thus pointed out the great difficulty which the Goverment had experienced in reconciling local jealousies, and in harmonizing conflicting interests, as well as in dealing practically and intelligently with the Secondary Education question. He said:

"Now-a-days, a great deal was heard about the reform of Secondary Education. There were two kinds of reformers. In the first place, there were the men who would only aim at that which was absolutely perfect. Now, all schemes of ideal perfection required the interference of the Government, or of Parliament. Education, as a Parliamentary subject, was flaming with party hatreds and with religious intolerance; and Parliamentary Governments, which must, after all, set before themselves, as one of their first objects, abstinence from exciting the animosity of any political party in the constituency, were not at all disposed to touch it. Then, there were the reformers, who tried to make the best of things as they were, and he confessed that, in education, he belonged to that class of reformers. They took the law as it stood, and tried, by mutual agreement, to make education better. There was no difficulty in any City, or County, of England, if the people engaged in Education would only come together and agree upon a joint scheme for the general benefit of the District. . . .

"County Councils, acting under the Technical Education Acts, unfortunately had no rivals. There was no one in most country districts who troubled his head much about Education. . . . But, in populous places, like the County of London, and in the great City Boroughs, it had pleased Parliament to create two almost rival authorities. It was of no use lamenting the fact, because neither could, by any possibility, be got rid of. There could only be unity and concord in Secondary Education by those two authori

ties coming to terms and making an agreement together. The School Boards of England had no less than sixty Schools of Science, besides eighty Science Classes. . . . In creating them, the School Boards might have been acting without statutory authority, but they had certainly been acting in accordance with the wishes of their constituents. It would be madness on the part of any educational reformer to do anything to destroy, or damage, those Schools and Classes, and it would be extremely foolish to endeavour to take them out of the hands of those who had established them, and were maintaining them so well."

The Duke of Devonshire fully experienced all of these difficulties in introducing his long promised Bill on Secondary Education. He had, therefore, to cut the "Gordian Knot" by curtailing the powers of local conflicting authorities, and transferring most of them to a strong, Central National Board of Education. He said that he "had great doubts whether it would be wise to attempt to constitute local authorities with well-defined powers, without the preliminary re-organization of a Central Authority. If they had known the difficulties they would have had to encounter between the Counties and the County Boroughs, on the one hand, and the small urban authorities on the other, they would have seen that those authorities could not have done very much in re-organizing the educational arrangements of their Counties. They would have had to deal with the School Board, with the Managers of the Science and Art Department, with the Governors of Schools, under Schemes of charitable endowments, and with Schools under private management. Over each proposal they would have had to enter into correspondence with the Education Department, the Science and Art Department, with the Governors-Commissioners; and none of these Departments, so far as he was aware, had ever been accustomed to look at educational questions as a whole. . . .

The Duke of Devonshire further said that, owing to these local difficulties in the case of the proposed Secondary Schools, the Goverment . . .

"Proposed to create a Central Educational Authority. At present, the President of the Council, or the Vice-President, was, for any purpose, the Minister of Education, but under him were virtually two distinct powers, the Education Department and the Department of Science and Art. The Government proposed to bring these two Departments together, probably under the control of one permanent centre. It was proposed to put an end to the Committee of Council, and to the office of Vice-President of the Committee of Council, and to create a Board of Education on the Model of the Board of Trade, the Local Government Board, and the Board of Agriculture. (See Chapter VII.)

Evils of the Pupil-Teacher System in English Schools.

The Pupil-Teacher system of England is the legitimate outgrowth of the Monitorial System of Bell and Lancaster. In its early simple Monitorial form, it did not affect the *role* of the "Teacher," as we understand that word. Besides, what Monitors taught in the days of Bell and Lancaster was little more than the Alphabet, Spelling and the elementary forms of Arithmetic. Now,—and until the new Regulations on the subject came into operation,—it was "no uncommon thing," (as stated in the Report of the Commissioners on the subject), "for a Pupil-Teacher to have charge of large classes of fifty, sixty, or even seventy, children." . . . "Small School Boards find in the Pupil-Teacher a cheap and ready means of supplying the School staff . . . and exact an amount of child labour, which, in many cases, is little less than white slavery." It can be easily understood that, under such a miserable system of so-called economy, the entire teaching standard, in many English Schools, is so lowered, that it ceases to be a means of education, in any true sense of the term. It has also developed in some School Boards what may be termed: "a penurious greed," to get work of a very inferior grade at the lowest of cheap rates, and then pretend that they have complied with the conditions and requirements of the Code, and, as a consequence, claim the Grant, as if the work done was good and *bona fide*. Truly, as the Commissioners say, "the system has been worked *for all that* it was worth."

In a recent published Letter (November, 1898,) from Mr. J. H. Yoxall, M.P., on the subject of "Child-Teachers in the Schools," he said :—

"It is unfortunately only too true that the staff of Schools in Great Britain and Ireland is very largely composed of juvenile, and other imperfectly qualified, Teachers. One finds that there were, at the date of the latest return in England, (in round numbers), 41,000 Certificated Teachers, 16,000 Uncertificated Assistant Teachers, 20,000 Pupil Teachers, and 11,000, (Code Article 68) Teachers (who are *inferior* in qualifications to Pupil Teachers, as a rule). The corresponding figures for Wales were 2,500, 1,300, 2,200, 780. We are perpetually dinning away in the public ear regarding this great difficulty in our Schools, but the argument of the purse is too strong for us."

Ill Effects of Too Much Oral Teaching in Schools.

In his Report, of 1897, to the Educational Department, the Rev. T. W. Sharpe, C.B., Her Majesty's Senior Chief Inspector of Schools, thus points out, as another defect in the English scheme of Education, the ill effects upon scholars of excessive oral teaching. He says :—

"We all deplore the absence of a well-formed, self-reliant habit of continuous and concentrated thought among our older scholars. I believe this may be attributed, in a large degree, to the excessive amount of oral teaching, originating in a well-meant, but unwise attempt on the part of the Teacher, to level the rough way of knowledge, and to remove all difficulties from the pupil's path. It may be well, therefore, to call attention to the necessary limitations imposed on oral teaching . . . by the weariness that continuous talking causes to young scholars, who are naturally restless and require continuous employment rather than continuous thought.

"It is well that in all lessons there must be a certain amount of oral explanation, but, by skilful use of the black-board, and, by the omission of all useless digressions, which often issue only in losing sight of the real purpose of the lesson '(the evil)' may be reduced to a minimum . . . The present excessive amount of oral teaching should, for all these reasons, be diminished. . . . Oral teaching is as essential an accessory in all subjects as the black-board is, but an excessive amount of oral lessons proper, *i.e.*, lessons,—in which a continuous lecture is given, tends to diminish that exercise of mental effort in the scholar, which is essential to the formation of sound habits of thought.

"I would, therefore, suggest to all Teachers to avoid unnecessary talking . . . and unnecessary digression in the course of a reading lesson . . . and also exposition on the Black-board of individual mistakes in writing, when the work of the whole class is suspended to listen to the Teacher's corrections, and that 'thorough teaching,' as it is called, which requires that every step in the process should be laboriously brought within the comprehension of the dullest member of the class. . . . County Council lecturers have discovered that oral teaching to uneducated adults is almost worthless."

The Chief Inspector then quotes the opinion on the subject of several experienced men. One of them said :

"There is too much oral teaching. Many Teachers seem to think they are not doing their duty unless they are talking perpetually . . . Others, he says, "resort to nagging, when there is nothing else to be said." Another said : "Oral teaching is overdone ; there is nothing else," and then proceeds to give examples to support his statement*

*In the *Journal of Education for Upper Canada*, I inserted in the June number of 1865, an article from the English *Pupil Teacher* on "The Teacher as a Talker,". The objection was urged, as in the English Schools of to-day, that there was generally too much talking by the Teacher in a School. The article contains some admirable hints on the subject. In conclusion, the writer referring to discipline, quotes the inspired words of Solomon : "Words fitly spoken are like apples of gold in pictures of silver," and says : "If there be any place where such pictures should be hung, it is in the School Room . . . Oh, the power of silence and the force of a motion or a look ! the pressure of a quiet, self-reliant reserve force upon a school."

CHAPTER X.—TEACHERS' AND OTHER EDUCATIONAL ASSOCIATIONS AND ORGANIZATIONS IN ENGLAND.

In addition to the College of Preceptors, there are several organizations of Teachers which have a reorganized status in England, and which exercise a good deal of influence on their profession, and, more or less on school legislation. These Associations are :—

The Incorporated Association of Head Masters, organized in 1890, and consists of nearly 400 members, who are recognized Head Masters of Secondary Schools, in "which a majority of the pupils are receiving an education higher than in an elementary" one.

The objects of the Association are :—"(1) To facilitate the interchange of views and information on all school matters, e.g, teaching, examinations, scholarships, internal management and organization generally; (2) to influence public bodies connected with education, and, further, to watch, and, if necessary, to suggest legislation on educational matters."

In the Report of the Association for 1897 it is said that, "considerable interest has been aroused in the House of Commons with reference to the work and aims of the Association, and Members of Parliament are more widely awake than they were to the claims of Secondery Education on their consideration. Primary education has now been dealt with in separate Acts. Outside Parliament, Secondary Education is coming to be more generally recognized as a matter of vital importance to the welfare of the Nation."

The National Union of Teachers was established in 1870. The most important objects of this union of Teachers are :—"(1) To unite together, by means of local associations, school Teachers throughout the kingdom, in order to provide a machinery by which they may give expression to their opinions, when occasion requires, and may take united action in any matter affecting their interests; (2) to afford to the Education Department, to the Science and Art Department, to School Boards and to other educational Bodies the benefit of the collective experience and advice of Teachers on practical educational questions; (3) to improve the general education of the Country, by seeking to raise the qualifications and status of School Teachers, and by opening out a career to the best qualified members of the profession; (4) to watch the working of the Education Acts, to promote the insertion of such new articles in the Code of Regulations as may from time be found necessary, in the interests of public education, and to secure the removal of such Regulations as are detrimental to the cause of educational progress; (5) to secure the representation of the scholastic profession in Parliament; (6) to seek to have the pension Regulations revised and restrictions removed; (7) to establish provident, benevolent and annuity funds, for the benefit of the scholastic profession," etc.

The Teachers' Guild of Great Britain and Ireland was incorporated in 1885. The chief objects of this Guild are :—To form a body which shall be thoroughly representative of all grades of Teachers, and shall be able to speak with knowledge and authority on all matters of education, and with this view, first, to facilitate the interchange of thought and co-operation amongst those who are actively engaged or interested in education, and, secondly, to circulate information regarding educational methods and movements in England and elsewhere; thirdly, to promote and assist the establishment of Educational Libraries, and of central meeting places, where School Books and Apparatus may be exhibited, and information on educational matters obtained and exchanged," etc.

The Society of School Masters is for the promotion of special interests.

The Froebel Society. This interesting and useful Society was formed in 1874, for the purpose, (as its constitution states), of promoting co-operation among those engaged in kindergarten work, of spreading the knowledge and practice of the system, and of maintaining a high standard of efficiency among kindergarten Teachers. It was Incorporated in 1891. Its work is chiefly promoted by means of lectures, discussions, public meetings and publications. Examinations of those who attend the lectures are held, and Certificates granted to successful candidates as "kindergarten Teachers." The Society has issued a *series of regulations* for the use of Inspectors of kindergartens, in regard to premises, *arrangements, staff, etc.*

At a recent meeting of this Society, the Secretary of the Education Department presided, and stated that, "the Department had recognized the Certificate of the Society, for certain purposes in connection with Elementary Schools. The Society, (he stated), had done much to promote the happiness of children, and, without happiness, there could be no true education." At this meeting a Froebelian Syllabus was drafted for the use of elementary School Teachers.

The National Froebel Union is an examination body, supplementary to, and apparently acting in concert with, the Froebel Society. Its syllabus of examination is quite an extensive one, and covers a wide range of subjects. Periodical examinations are held by a representative Board at important centres, and Certificates granted accordingly. The life and labors of Froebel and Pestalozzi form distinct subjects of examinations, and success in answering questions in regard to them is considered to be very desirable in the granting of Certificates.

CHAPTER XI.—INDUSTRIAL EDUCATION IN CONTINENTAL EUROPE

This general subject opens up too wide a field for me to deal with in this Report. I shall, therefore, only refer to its progress in some of the smaller European States, so far as it reacts on English Schools, reserving the chief part of my remarks in regard to Germany to the latter part of Chapter XIII., where I deal with it, as affecting Industrial Education in England.

Industrial Education in Denmark.

One of the special reports published in the first volume of papers on Education by the English Education Department is on the recent educational progress in Denmark by Mr. J. S. Thornton.* In that report Mr. Thornton says :—

"Education there is, to some extent, private, rather than governmental, but of late years there has been a good deal of educational progress made."

Of the more practical and industrial type Mr. Thornton states that :—

"Scattered over the country parts of Denmark, often at some considerable distance from a railway station, are sixty-five adult boarding Schools, or residential Colleges, attended by students of the peasant, or yeoman, class for the most part. . . . The young men attend from November until March, or April, and the young women during May, June and July. . . . There are besides these sixty-five Peoples' High Schools, five Agricultural and two Horticultural Schools, on similar lines, as well as seven Schools which are partly high and partly agricultural Schools. At these seventy-nine Schools, about 6,000 men and women from humble homes receive instruction every year. . . . In most of the eighty-eight Technical Schools in the country towns, there are Evening Schools for those requiring technical instruction.

"Besides the elementary Schools there are Secondary and Latin schools. (These latter are of two kinds—Latin proper, and Real Schools), besides Continuation Schools," etc.

Mode of Teaching Drawing in Germany.

Sir Edmund Verney in his article in the *Nineteenth Century* for July, 1898, on "Rural Education," thus explains the method of teaching drawing in Germany :

"Drawing, by the lower standard, is encouraged with the best results. It is brought into every branch of study that is possible. In Botany the student draws leaves,

*There are other special Reports in that Volume relating to "House-wifery Schools . . . in Belgium, and to various other subjects of interest. I have only made brief extracts from this Volume by way of illustration, and comparison with the Schools of England on striking points. The Department has recently received two additional Volumes of these "Special Reports on Educational Subjects"—in all forty-one documents. In this respect the Department of Education in England is following in the footsteps of the United States Bureau of Education in Washington, which, for years, has issued a large number of suggestive Reports and papers of very great interest and value to educationists.

plants and flowers; in Geography he draws maps and plans; in Arithmetic he draws diagrams and divides them up; in Geometry he draws designs; in Object lessons he draws the objects studied, or he draws a collection of objects, all he can think of, relating to some one subject, or, for instance, the garden, the field, or the wood," etc.

Industrial Training in Saxony, and Further Developing Schools.

An interesting Report has recently been made by the United States Consul at Chemnitz upon the "further developing" Schools of Saxony. The wealth and industrial greatness of Saxony is shown by her success in competing in all parts of the world in textile tools and machines, a success no doubt largely due to her very complete System of Education. Notwithstanding that children are at present kept at school until fourteen, and that there are numerous industrial and higher Technical and Commercial Schools, attendance at the "further developing" Schools, either at certain hours in the early mornings, or on afternoons in each week, has now been made compulsory for the young people who have graduated in the Elementary Schools. Manufacturers, merchants, etc., are made responsible for the attendance of boys in their employment, and the lads take up subejcts of study, which have a special bearing on the trade in which they are engaged.

The Sloyd (Manual Training) Association in England.

Closely allied to the objects of the "Association for the Promotion of Technical and Secondary Education," are those of the "Sloyd Association." (Sloyd is an Anglicised Swedish word (slojd), signifying 'skill, or dexterity, of hand,' and sloeg, an adjective, meaning skilful, or dexterous, from which we get the English word 'sleight,' in sleight of hand.") In Sweden, the word may be applied to any system of instruction which aims at giving increasing dexterity of hand to children, as in the case of kindergarten Schools.

In England, the Sloyd Association was formed with a view to emphasize the necessity for manual training in schools, and to present for adoption in them of a simple and systematized plan of industrial, or manual, work, in the shape of useful articles called "models," in which "rounded work and the square work of the carpenter are duly alternated, and each model introduces . . . some new tool or fresh exercise. The chief tools used are the saw, the plane, the chisel, with the knife—the latter as the original and initial tool."

In 1895 the Scotch Education Department deputed Mr. J. Struthers, one of her Majesty's Inspectors of Schools, to inquire into and report upon the Sloyd system of Manual Training, as practised at Naas, near Gothenburg, in Sweden, where the system originated. His Report, published by the Scotch Education Department, is a most interesting and valuable document. The Education Department of Ireland has also taken evidence on the subject. The President of the Sloyd Association in England is the Hon. Lyulph Stanley, and the Treasurer, Sir John Lubbock.

CHAPTER XII.—MISCELLANEOUS MATTERS RELATING TO SCHOOLS.

There are a few features of the English School System to which I have not referred, but to which I shall do so briefly here:

Standards.—"There are seven standards in the English Elementary School "Code,' elaborated into a number of "Schedules."

Compulsory Education.—The 74th section of the Forster School Act of 1870 authorizes School Boards to make by-laws, requiring parents to cause their children of not less than five, or more than thirteen, years of age, to attend School for a prescribed period, unless there is some reasonable excuse for not doing so, under a penalty of a fine of five shillings for each offence. The same Act authorizes the School Board to *enforce* by-laws on the subject. The Act of 1876 provides for the appointment of a

local "school attendance committee" to deal chiefly with the cases of children employed in Factories, and known as 'half-timers.' In case the Board, or the Local Attendance Committee, fail in their duty in this matter, the Education Department is authorized to practically deal with such cases.

Backward Children in Schools.—The Department has revised the system of dealing with very backward children in Schools, so as to have them separately and specially treated.

Feeble-Minded Children.—In 1897, the Department appointed a Committee to inquire into the existing system for the education of feeble-minded children, and to suggest improved plans.

Free Schools.—Under the operation of the Grant-in-aid, so as to do away with School fees, there were in 1897-98 in England and Wales 16,912 (out of 19,958) "free Schools" in England, "attended by 4,771,897 free scholars."

School Libraries.—There are only 933 School Libraries in England and Wales. But the Education Department has issued instructions to Inspectors to seek to promote their further establishment.

Commercial Education is felt in England to be a prime necessity. The official Code provides for it, under the head of Bookkeeping, Commercial Arithmetic, Geography, and History. In speaking of the necessity of a better system of Commercial Education, Sir John Gorst strongly urged those who had to do with this subject, viz., the County and Borough Councils, the School Boards, the Trustees of Endowed Schools, and of the great Charities, to sit down together at a sort of "Round Table Conference," when they would be able, in nearly every case, to arrive at a common solution of the difficulty, as it was now recognized that, in order to maintain British supremacy in Commerce and Trade, we must have a better system of Commercial Education."

In his speech, urging the establishment of the University of Birmingham, (as given in Chapter XIV.,) Mr. Chamberlain spoke strongly in favor of the institution in that University of a "Faculty of Commerce."

It was only quite recently that Mr. James Bryce, M.P., formally opened a School of Commerce, established by the City Council of Liverpool. He stated that it was now fifty years since there had been a complete elaborate institutions established in Germany, France and Belgium, for the purpose of giving a good commercial education. . . . The extreme complexity of modern commerce had made special knowledge on the subject a national necessity.

Education of Farmers' Sons.—This subject is attracting a good deal of attention in England and provision has been made in the Departmental Code for instruction in Agriculture, and also in Horticulture.

Industrial Schools.—School Boards are authorized to establish Local Industrial Schools, or to aid in their maintenance. They can also appoint officers to enforce by-laws in regard to the sending of children to these Schools.

Shorthand and Typewriting.—The "Code" prescribing a course of instruction in "Evening Continuation Schools," provides for the teaching of "shorthand." The London School Board have, in addition, introduced the subject of typewriting into the Schools of the metropolis, which has proved to be extremely popular, and already there are nearly two hundred of these machines in use, at a cost of from $50 to $60 each.

Savings Banks.—Since 1881, Savings Banks are a feature of social economics in the Public Elementary Schools of England. There are now in operation 1,306 of these Banks. Their introduction into the Elementary Schools was strongly pressed upon the attention of the local School Authorities by the Education Department, on the ground that they promoted thrifty habits. The Department very justly remarked on the subject that:—

"In mature years it is often found difficult to acquire this knowledge, and still more difficult to apply it in practice. But, in a School much may be done to render its application easy to children. Simple lessons on money . . . on the relations of skill,

prudence, and knowledge to industrial success, and on the right ways of spending and saving, may be made very intelligent and interesting to the young.*

These promoters of local thrift and economy were introduced into Upper Canada thirteen years before the Education Department in England made a move in favour of their introduction into the Schools of that Country.

Corporal Punishment.—In consequence of complaints having been made to the Education Department of the infliction of Corporal Punishment in Schools by pupil Teachers, Assistants, and even Managers, the Department has issued an order, in the shape of a "Minute," directing that, wherever necessity arises for resorting to this sort of punishment, it must be administered by the Head Teacher only, and then, that the fact must be entered in the School Log Book.

School Premises.—The Education Department has issued a series of elaborate instructions in regard to the planning and fitting up of Public Elementary Schools and School Houses and Teachers' Residences.

Stone-throwing.—In 1875, and now again (in February, 1898), the Education Department has issued a Circular to School Managers "on the serious mischief that results from the pernicious practice of stone-throwing," which, in a recent case, resulted in the death, under most painful circumstances, of an experienced Engine Driver, who died in consequence of injuries caused by a stone thrown from a railway bridge which his train was passing. . . . Managers of Schools are therefore requested to caution children seriously against the practice of mischievous, or reckless, stone-throwing, and to point out to them the disastrous consequences that may ensue. . . .

The Department also states that "on previous occasions it had requested Managers to endeavour to check the practice of stone-throwing at telegraph wires, insulators, and Railway trains, as injury caused by such conduct renders boys liable to imprisonment, and, perhaps, flogging."

[I insert the substance of these official circulars because the reckless and dangerous practice of stone-throwing at trains and into private grounds, etc., is not at all confined to England.]

Nature of School Grants.—In a memorandum prepared by Mr. M. E. Sadler, (who is in charge of the Educational Library at Whitehall), he thus sums up what is being done financially by the Government to promote Technical, Commercial, and Industrial Education in England and Wales:—

"Grants of varying amounts, and in aid of different forms and grades of Industrial and Commercial education, are at present made by the State, through the following Departments:—The Treasury, the Education Department for England and Wales . . . the Department of Science and Art, the Board of Agriculture, and, in so far as they contribute towards the Industrial and Technical instruction given in special types of Colleges and Schools, by the India Office, the Admiralty, and the Home Office."

Naval and Military Training.—The training of naval cadets takes place at Dartmouth (Devon), on H.M.S. Britannia, and at Queen's Ferry, Scotland, on H.M.S. Caledonia; that of Officers of the mercantile marine on H.M.S. Worcester, near London, and Conway, near Liverpool.

By the courtesy of Captain A. G. Curzon Howe I obtained, (when visiting the Britannia), the course of study for cadets there. On its literary side it includes Algebra, English History, Natural Philosophy, Plane and Spherical Trigonometry, French, Drawing, etc. There is also a Naval College at Greenwich, in which a higher professional education is obtained. The Military Colleges are at Woolwich, Sandhurst, and Camberley (Staff.)

*In the *Journal of Education for Upper Canada* of January, 1868, will be found an elaborate paper, prepared by Mr. (now the Honourable) N. Clarke Wallace, and an M.P. for the West Riding of York, on the system of School Savings Banks, then introduced into the Township of Vaughan by Lawrence Hill, Esq., LL.D., President of the "Cent Savings Bank" of that Township. Mr. Wallace, in reply to my inquiries on the subject, said: "I wrote to the then (1868) Finance Minister, the Hon. (afterwards Sir) John Rose, and he adopted our system of Savings Banks, with the exception that he made the Post *Masters the Agents*, instead of the School Teachers. As our system was (in this form) adopted by the *Government, we dropped out* and wound up our Bank."

CHAPTER XIII.—OUTLOOK OF VOLUNTARY SCHOOLS IN ENGLAND.

Like all matters of national concern in Europe, under the control of the Government, the details in such matters are elaborated with unusual minuteness and care. So it is with the system of Popular Education in England. It would seem that every conceivable subject which could be made practically available in furthering the education of youths, so as to fit boys and girls for their after life, and thus shape the destiny of those who have to earn their bread by industry, or skill, have been provided for in the various yearly "Codes" prescribed by the Lords' Committee of the Privy Council on Education. This is the paternal, and, doubtless, the wise and careful, side of Government control, in such matters of public concern, as the education of the people.

Looking carefully into the structure of the System of Public Instruction in England, with its varied and complicated parts, and its management by the Education Department, a person from a self-governing Colony of acknowledged status and experience, like ours, cannot but be impressed with the fact that, notwithstanding its elaborateness of detail, and its apparent completeness, there are elements of weakness in its administrative machinery, as pointed out, in a previous Chapter by Sir John Gorst and the Duke of Devonshire. There are also evidences, adduced by other parties, of the coming disintegration of its parts, or, what is better, their consolidation, as pointed out in the conclusion of the last Chapter of this Report.

Whether it is that the actual business of carrying on the work of Education in England is controlled by too many persons, (who, while they may have a common incentive in the work, have no common bond of union in it, but rather are antagonistic to each other). the Government may, for these reasons, maintain a vigilant, is not rigid, oversight (in matters of detail), over the proceedings of local School Managers. For, it is a fact that no loans can be contracted, even by a School Board, or a School Site "appropriated," as provided by Statute, without the assent of the Education Department. So also the plans for the erection of School Buildings, and the arrangement of premises, as well as variations of the Code, require the approval of the Department, before being acted upon.

(In a note attached to the Building Regulation it is stated that: "School planning is the science of thoroughly adapting every part of a building, even the minutest detail, to the work of School teaching. Convenience of plan, suitable lighting, proper sub-division into classes and thorough ventilation, with warmth, but without draughts, are its leading essentials.")

Even the form of Agreement between the Managers of a Board, or a Voluntary School and a Teacher and his Surety are prescribed by the Department, and it is authoritatively stated that "no departure from this form is allowed."

Effect of a Restrictive Policy in School Administration.

These restrictive regulations may be wise and salutary, as being merely precautionary, but they interfere directly with that freedom of choice and action which is inseparable from the sense of responsibility which properly attaches to all persons who are entrusted with the local administration of public affairs. This principle of personal and official freedom, coupled with personal and official responsibility, in such matters, is recognized as an essential one in legislation in all free-governing communities, especially in Canada and the United States.

Considering what has been the practical effect on the future of the Voluntary Schools of the recent financial legislation in their favour, I have been led to believe that a change is impending in the future, which will affect the stability if not permanance, of the present dual system of managing Elementary Schools in England, What has led me to this conclusion will, I think, be apparent to others, after I shall have pointed out what have been the various steps which have led up to the present state of things.

For many years after the passing of the Forster School Act of 1870, (which was then considered in the nature of a "compromise," the terms of which have not, as is now alleged, been observed), there has been more, or less, jealousy and friction between the Voluntary and Board Schools.

The great effort of the Education Department has been to induce the parties concerned to provide sufficient accommodation in the various localities for the numbers of children of school age resident therein. In this the Department has been at length successful.

"Fabric Circular, 321" of 1893, on Improvement in Elementary School Houses.

In 1897, the number of children of the school ages of from five to fourteen years was 7,924,128. Up to August in that year, the seating accommodation which had been provided in Board and Voluntary Schools, as reported by the Inspectors, was sufficient for 6,220,158 of these children, while 5,507,039 of them were reported to be on the School Registers, with an average attendance of 4,488,543.

Up to 1892, the pressure brought to bear on School Managers by Her Majesty's Inspectors of Schools to induce them to improve the condition of the school premises was slight. and somewhat desultory. In 1893, however, the Committee of Council on Education addressed to the Inspectors of Schools the somewhat notable "Fabric Circular, 321," in which it was stated that its object was to obtain:—"A fuller and more detailed statement" than the Inspectors' Reports had hitherto contained, "with reference to the condition as regards School Buildings and apparatus of each of the Schools in England and Wales."

In ordinary cases the Inspectors were directed "to press for an immediate alteration," but in the case of "any serious defect in the convenience of the School for teaching purposes, or in regard to its sanitation," it was to be specially reported on to the Managers of the School concerned, and to "the Education Department, with a view to its immediate removal."

At first, the issue of this Circular excited strong opposition, as well as a good deal of feeling, and appeals were made to the Department to relax the strictness of its terms, as to the improvements required in the Schools and their accessories, with a view to better fit them for the purposes of teaching. Reasonable time was given in special cases; and, as stated by Committee of Council in their Report for 1896-97, "Large sums of money have been raised, and, with comparatively few exceptions, the demands which it has been our duty to make have been readily met. As a result, we have the satisfaction of reporting that the condition of the School Buildings has never been so good as it is at the present time."

In 1896, at a meeting over which he presided, the Secretary of the Education Department, (Sir George Kekewich), mentioned several of the reasons which had led the Department thus to inquire into the actual condition of the School Buildings and their surroundings. He also referred to the wonderfully beneficial effects of the issue of the Fabric Circular, 321, as follows:—

"What has been the result of the issue of that Circular? We have had a wonderful 'object lesson.' No doubt some few buildings have perished in the storm. But I think all of these had reached a ripe old age, if not, indeed, decrepitude. That Circular brought out the strong educational feeling of the Nation, and, to an unprecedented degree, the latent energies of all interested in education; it destroyed apathy, and led men to support their opinions by their pockets. Enormous sums were contributed to put the Schools in a sanitary and efficient condition. . ."

The Reactionary Effect of the Effort to Improve the School Accommodation.

"The strong educational feeling of the nation," thus justly eulogized, which prompted *the generous* response on the part of parents to put the Schools for their children in a *condition which* would add to their comfort and convenience, and would not, as formerly,

peril their health, was indeed most gratifying to all parties concerned. After a time, wever, their came a financial reaction; and, owing to an accumulation of debts, caused the outlay for buildings and repairs, great difficulty was experienced by the Managers Voluntary Schools in collecting the required quota, as one of the conditions of receiving e Parliamentary Grant. Strong pressure was, therefore, brought to bear upon the overnment to induce it to loosen the purse strings of the nation, and to give these Schools sufficient sum to enable the Managers to keep them up to the required standard of ficiency.

Although, through the courtesy of Messieurs Sadler and Morant, I have received om the Library of the English Education Department, in London, a good deal of official formation, yet it has been more from private sources that I have obtained such a statement of facts and explanations thereof, which I have been enabled to use, but which are ot given in the official publications of the Department. As to the share in the burden hich has been borne by Voluntary Schools, in regard to the expense of School Sites and hool Buildings, I have been furnished with some special information, which I have ndensed as follows:—

The Rev. J. S. Browrigg, M.A., Secretary of the Church of England National School ociety, informs me that "the cost of the buildings of the Church of England Elementary hools since 1870 was £7,776,085. This sum does not include the value of School Sites, or of the numerous Schools built by individual owners of property. The cost of improvg the condition of the Church of England Schools, in terms of the 'Fabric Circular, 321,' as £131,976 in the year 1894."

In a Letter, in reply to mine, from the Rev. Dr. Waller, Secretary of the Wesleyan ommittee on Education, he states that "the great 'Fabric Circular, 321,' involved the Vesleyan Connection in an expenditure of more than £63,000, which money had to be rovided by the Trustees and others interested in the maintenance of Voluntary Wesleyan chools. As you are doubtless aware, (he said) the supporters of Voluntary Schools have ad to carry out all structural alterations in their School premises entirely at their own ost, and it is estimated that from 1870 . . . (up to the time of the issue of the Fabric ircular, 321), no less a sum than £7,000,000 had been spent on the erection, enlargeent or improvement of Voluntary Schools generally, and that, too, without any Governent aid in so doing." The proportion of the expenditure of the Wesleyan Church in ie same time, and for a like period, was £604,626.

Success of the Voluntary Schools Appeal to the Government in 1897.

After the effort to meet the requirements of the "Fabric Circular 321" had largely rained the resources of the Voluntary Schools—for which, in some cases, loans had to e made—urgent appeals were made to the Government for a Special Grant to these Voluary Schools, so as to enable the Managers to maintain them efficiently. A deputation f the two Archbishops, twenty-seven Bishops and other persons presented a Memorial Lord Salisbury on the subject. The Roman Catholic Hierarchy also sent a strongly-orded statement to the Government on the subject, setting forth their claims.

The decision of the Government, in regard to the various appeals thus made to it, as communicated to Lord Cranbourne, in 1895, by the Right Hon. Arthur J. Balfour, irst Lord of the Treasury. He said:—"I will take care that the views which, on ehalf of many Members of the House of Commons, you have communicated to me, especting the position of Voluntary Schools are laid before my Colleagues, I am extremely nxious that something effectual should be done to relieve the almost intolerable strain which these Schools are now subjected, and this is, I believe, the general wish of the arty and of the Government."

These memorable words of Mr. Balfour: "the intolerable strain," gave rise to a pro nged agitation on the part of opponents to Voluntary Denominational Schools, and hich is not yet ended, as these words were regarded as a key to the policy of the Govnment to maintain Voluntary Schools as a permanent part of the Educational System the Country.

True to the promise made by Mr. Balfour, a Bill was introduced into the House of Commons by the Government in 1896. It met with strong opposition in the House and in the Country, on the ground that it violated in many respects, the terms of the government and local dual system of school support embodied in the "compromise" contained in the Forster Act of 1870. The Bill was, in consequence, withdrawn.

In February, 1897, however, a modified Bill was brought into the House of Commons by Mr. Balfour, which met with opposition, which was strongly resisted by the Government, and the Bill passed, as introduced. It provided for an average additional grant of five shillings per pupil in average attendance at Voluntary Schools, amounting in the aggregate to £617,000. It also exempted Voluntary School Premises from taxation, and repealed the financial limit of 17s 6d per child attending Board and Voluntary Schools—beyond which amount Parliamentary grants were not to be made to any School. As a set-off to this special grant to Voluntary Schools, and as a compromise, one of a much less amount was made to the Board Schools, viz, one shilling per child in average attendance, or £110,000. The conditions imposed by this grant-in-aid Act of 1897—that no part of the grant itself should be applied to the payment of debts, or of loans contracted to effect repairs and improvements in consequence of the "Fabric Circular 321." This Departmental decision greatly disappointed the Managers and supporters of Voluntary Schools. The purposes for which the grant-in-aid was made to Voluntary Schools are thus specified. 1. Improvement of teaching power; 2. Improvement of school equipment; 3. Making adequate provision for the maintainance of due efficiency.

Mr. Balfour's Defence of the Grant-in-Aid to Voluntary Schools.

The disappointment felt by the supporters of Voluntary Schools at the restrictions imposed upon them, in the application of this grant-in-aid, increased the feeling against the Government, as it revealed to the opponents of Voluntary Schools what were the claims and expectations of the Managers of these Schools. Early in 1898, Mr. Balfour thus defended himself and the policy of the Government in making this grant-in-aid to Voluntary Schools. He said:—

Last Session (of Parliament) was signalized by the passage of a Bill [for the relief of Voluntary Schools], for which I have never attempted . . . to claim too much, but which I verily believe will do a great deal to mitigate the strain that our system has put on Voluntary Schools, and will have effects, as I think, in favour of the system of Religious Education, even more far-reaching than may, perhaps, appear on the face of the Bill itself. I do not claim that, after the passage of this Bill, or, by the passage of this Bill, our system of Elementary Education has been made as clear, coherent, and logical, as are, at this moment, the two widely different systems which prevail in Scotland on the one hand and in Ireland on the other. The history and the development of Elementary Education in England render these clear-cut solutions, in my judgment, almost beyond the power of practical statesmanship, at all events in the immediate future. No attempt, therefore, was made by the Government to carry out, or to attain, any such impossible ideal. We contented ourselves with a measure, which, as we thought, would have the double effect of relieving the pecuniary strain on our Voluntary Schools, and, at the same time, provide an organization by which all those who are interested in the Voluntary System of primary education might have their hands strengthened, not merely in the present, but also in the future. We have succeeded almost beyond my expectations. I do not deny . . . that the experiment of inventing and setting up an entirely new machinery, such as that of the Voluntary Associations, was an experiment . . . of so bold a character that no prophet could venture with absolute assurance to say that this machinery would carry out the intention of its inventors. It has carried out this intention. I sent to inquire a few days ago of the Education Office, and to ask exactly how the matter stood now, with regard to the inclusion in these Associations of the Voluntary Schools of the Country, and they have sent me the following figures, which I think you will admit are of the most satisfactory character. There are in England about 14,000 Voluntary *Schools*. Of these 14,000, only 250 at the present time are not included in one of the

Voluntary Associations [i.e Associations of Voluntary Schools] that have been formed under the Bill of last Session. Of those 250, 170 schools are not in need of any further public aid, and, for that reason, have not joined; 40 have good reasons, in the opinion of the Education Department, why they should not join; and there remain, therefore, of the whole 14,000 Voluntary Schools now in existence 40 schools, and 40 schools alone, the Managers of which have not thrown in their lot with the new system . . . devised and formulated in the Act of last Session."

Mr. Balfour further stated his belief that this new scheme of Associations of Voluntary Schools would tend to the perpetuation of these Schools, for as he said:—

"These new Associations are not confined, and cannot be confined, to merely advising the Education Department as to the division of the grant which is assigned to them. No; having brought the Managers, both lay and clerical, together in those bodies, all aiming at one object, all concerned in one great cause, it is quite impossible but that the object shall be better attained, that cause better supported by a co operation, which would never have taken place had these Associations not been called into being by an Act of the Legislature."

As may have been expected, this bold declaration of the object of the Government, in creating these Associations, has intensified the feeling of strong opposition to their continuance as a part of the system of Public Elementary Education in England.

Unlooked for Effect of the Voluntary Schools Grant of 1897.

The grant itself, though most opportune and a great relief in enabling Managers of the Voluntary Schools to maintain them efficiently for the time, had nevertheless a most serious effect on the income of these Schools from voluntary subscriptions. This fact has recently impressed itself strongly upon the supporters and upholders of the Voluntary School system. Among the first to sound the note of warning on this subject has been Dr. Temple, the Archbishop of Canterbury, President of the National School Society. In an address delivered on the 13th of last May, before the Upper House of Convocation of the Church of England, he said:

"There was one thing which the Bishops must pay particular attention to, and that was that a real danger existed that the one result of the grant-in-aid which had been made would be a diminution of subscriptions. He felt confident that it would be impossible to maintain the position which the Church now held in regard to religious instruction if Churchmen were no longer willing to support the Schools of the Church as they had hitherto done. . . . The amount of support that was obtained had been found to be insufficient, and the grant-in-aid had been made to meet this insufficiency, but it would not long be possible to maintain the Church Schools, as the result of the grant was, that the support which had been received in the past from Churchmen was to be withdrawn. For, as he subsequently stated at the Annual Meeting of the National Society: "There was naturally a tendency to consider that the aid grant was to take the place of the voluntary subscriptions. This was never intended, and they could not maintain their Schools if such a result was to follow." . . . It would not, he thought, be possible very long to maintain religious instruction in the Board Schools themselves if the Voluntary Church Schools had to be surrendered. . . . "As regarded the general working of the grant-in-aid it would be necessary that they should contemplate the payment of higher salaries to some of the better Masters. There was a danger, if they allowed the Board Schools to give such very big salaries as they did, that the Voluntary Schools, as compared with the Board Schools, would be constantly falling behind. . . It was for Churchmen to look to themselves that they did not lose the position they had won, by their neglect to do what they could for the maintenance of the Voluntary Schools."

"The Bishop of Hereford said that he had found that a great many people in the Country did not realise the extent to which additional subscriptions were required for the Voluntary Schools. There were two great dangers at the present time to Voluntary Schools. One was the danger of impoverishment, and the other was what seemed to be

the growing dissatisfaction on the part of many of the Teachers.* . . . The people had not realized as a whole the duty of subscribing to the Voluntary Schools, if they really wished to maintain them. That point could not be too strongly pressed upon the people at large."

Unexpected Falling Off of Subscriptions to Voluntary Schools.

These notes of warning have been re-echoed at a ruri-decanal Meeting lately held in the County of Devon. The principal speaker at that meeting said :—

"If they were to maintain the religious education given by the Church in her Schools, they wanted money, money, money. And there was a particular reason why, at the present moment, the Churchmen of England should be stirred up to face this point. They had just had given to them what was called the grant-in-aid, and there was very great fear, a fear which had just been voiced by no less an authority than the Archbishop of Canterbury, that it had entered into the minds of Churchmen that the grant-in-aid freed them from the responsibility of contributing to their National Schools. There could not be a greater mistake. That grant-in-aid was fettered by a great many conditions, which made it altogether not so useful, as they hoped it might be. . . . The stipends paid in many Church of England Schools were thoroughly and entirely inadequate. That was not the fault of the School Managers, or of the Clergy. It was the fault of the penuriousness of the laity of the Church of England, who did not recognize, and never had recognized, their responsibilities with regard to the religious education of England. . . . The ordinary layman went to Church and, perhaps, enjoyed the services, and at the end put a three-penny-bit in the offertory, but he never went into the National School and knew nothing of the patient, hard, grinding work done by the Clergy and Teachers to maintain those Schools, and keep them going practically."

"The Northern Counties Voluntary Schools Protective Association," in its "Proposals as to Financial Aid," issued under the Presidency of Dean Maclure, of Manchester, in October, 1896, (when the National Schools were in sore need of subscriptions and before the grant-in-aid was made), thus points out the apathy of the laity of the Church of England in the support of her Schools :—

"There may still be some who pin their faith upon the resource of Voluntary Subscriptions. To test its hopefulness, take the case of Liverpool, where subscriptions are not much over one-half the average for England and Wales—(being £20,000). The same people pay the larger portion of the School Board Precept (rates). . . . A simple calculation will show that those who rely on subscriptions to enable the Liverpool Voluntary Schools to hold their own, must expect the friends of such schools to find, . . a sum which, inclusive of their share of the education rate, will exceed £125,000.

"As a second illustration, a comparison of Lancashire with London may be instructive. They are not far from equal in population . . . London teaches less than thirty per cent. of her children in Voluntary Schools; Lancashire teaches over eighty per cent. . . . Our friends in London are, however, face to face with an aggressive Board, . . . but their practically stationary attitude, in contrast with the rapid strides of the School Board, suggests that the ultimate issue is scarcely doubtful. . . .

"Analysis applied to other Counties and Towns in the North, yield similar results; at all events, it is safe to say, that no large addition to the subscriptions now paid in our large urban districts can be looked for." . . .

Such statements, as the foregoing, and those of the Devon meeting, in regard to the falling off of subscriptions to the Church of England Voluntary Schools, are borne out by the two Organizing Secretaries of the Church of England National Society, who have practically the charge of the Society's educational work in the two Districts, into which

* This dissatisfaction was largely due to the fact that the Teachers of Church Schools were generally *employed in* Parish work, while their salaries were lower, as a rule, than were those of the Teachers in *the Board Schools.*

England is, for School purposes, divided. The Rev. C. H. Burrell, Organizing Secretary of this same Northern Division, in his Report to the National Society, says :—

"With regard to the support given to the Society in the North . . . there are still far too many parishes which, though they have received grants from us, seem unwilling, or unmindful, to do anything in the way of subscriptions, or collections, in return. Some hundreds of appeals which I have made . . . still remain unanswered. New subscriptions are very difficult to get"

The Rev. F. I. Chandler, of the Southern District, in the National Society Report for 1897. says :—

"I am sorry still to see that the number of grantee parishes, (those receiving school aid from the Society,) which have never given an offertory to the Society, in return for help, is larger than the total number of Churches contributing to the Schools during the year. . . .

"We are still some way off that much-to be-desired hour, when no earnest Churchman will be content to be without a School in his parish."

Quite recently the Education Department gave warning to the authorities of the Church of England School at Arundel that the accommodation for pupils was inadequate, and that the Schools must be rebuilt and enlarged, or make way for the School Board. In consequence of this intimation, efforts were made to raise the funds necessary for this purpose, but so far without success.

The Bishop of Liverpool, at the last meeting of the Diocesan Board of Education, said, that :—

"The whole question of education was rather in a critical condition at the present season. Whether another year would put them in a better condition remained to be seen. The Church of England Schools were heavily met by the continual support given to the Board Schools. As long as they had Board Schools so liberally supported as they were there, and so well conducted, they must not be surprised if they found such a deficiency as they had at the present moment."

The grant-in-aid to Voluntary Schools, as made under the Voluntary Schools Act of 1897 has thus had, as so forcibly stated by the President of the National School Society and other representative men, a paralyzing effect on the liberality of the Church of England laity, in support of these Schools. The violation of the actual terms of the compromises in the Forster act of 1870—one of which was that "all elementary schools were to be maintained, half out of local sources, and half out of money provided by the State, in the shape of a Government grant"—has been relaxed, and has, therefore, given fresh vigour to the latent opposition, which has long been felt to Denominational Schools as part of the Public School system of England—the grant-in-aid now made is quite in excess of the conditional "one-half" to be furnished by the Government, and may, in the future, as feared by the opponents of Voluntary Schools, be definitely increased.

It has been felt, as expressed by more than one speaker on the subject in England, friendly to Voluntary Schools, that, in making the grant-in-aid to Voluntary Schools :—

"The first thing that has happened is, what we always said would happen, a falling off of subscriptions. It has been, and will be more and more, I believe, a Bill, not for the promotion of education, but for the relief of subscribers."

Proposed Plan of Relief.—The State to Furnish Teachers.

At a Diocesan Conference held at Oxford in July, 1898, the present condition of the Voluntary Schools was discussed, and it was stated by Mr. C. A. Cripps, M.P., that an imperative change was necessary in the matter of the teaching staff. He said :—

He did not think they could speak too highly of the self-denial in some cases and of the energy and enthusiasm in almost all of the Teachers who were connected with their Voluntary Schools. But they must deal in the long run with the average of human nature ; and if they were bound to pay the Teachers in their Voluntary and Denomina-

tional Schools a smaller salary than their more fortunate brethren of the Board Schools —where the ratepayer had what had been called his bottomless purse—in the long run they were likely to have a less efficient staff of Teachers in their Voluntary and denominational Schools; and if they wanted an equality of education they must have equality of teaching power and teaching staff.

The Schools of this Country, whether Voluntary or Board, ought to be provided at the national expense with a similar class of Teachers, similarly trained, similarly efficient, similar in quantity to the number of pupils they had to teach.

Mr. Cripp, in order to put on record this latter suggestion, moved the following Resolution, which was carried :—

"That this Conference is of opinion that the State should provide an adequate staff of Teachers for all Elementary Schools, in order to ensure an equally efficient education for the children in all Schools, whether Denominational, or not; and that, in fixing the adequacy of such staff, the limitation between Elementary and Secondary Education, should be further defined."

This scheme is, however, regarded as but the thin end of the wedge, or as the first instalment of a plan to have Parliament practically assume the entire charge of the maintenance of the Voluntary Schools—by grant and by local rate—a scheme which has many strong advocates, but few real friends.

It is, nevertheless, a hopeful sign of the future of a scheme of truly National Education in England, to find among the supporters of Voluntary Schools so influential and important a Body as the Wesleyan Conference expressing itself definitely in favour of a homogeneous system of popular education in England.

On this subject the Rev. Dr. Waller has written to me as follows:

"With regard to the views of the Wesleyan Conference on the subject of Public Education, I may say that it has repeatedly declared that the primary object of Methodist policy in the matter of elementary education is the establishment of Board Schools everywhere, acting in sufficient area, and the placing of a Christian unsectarian School within reasonable distance of every family.

"With regard to the question of State aid for Voluntary Schools . . . the Wesleyan Conference has declared, 'that there should be no increased grant of public funds, whether from local rates, or from the Imperial taxes, to Denominational Schools, unless the increased grant is accompanied by adequate and representative public management.'"

Movement in the House of Commons Towards a Homogeneous System of Schools.

During the last Session of Parliament, the substance of these declarations of the Wesleyan Conference was submitted in the form of a resolution to the House of Commons by Mr. D. Lloyd-George, as follows:

"That in the opinion of this House it is essential to a just and efficient system of national education that there should be within reach of every child in England and Wales a popular Elementary School, under local representative management, and that there should also be provided increased facilities for the training of Teachers in Colleges, free from sectarian control."

In discussing this motion, Sir John Gorst, who is Vice-President of the Committee of Council on Education, expressed the opinion:

"That unless some plan is invented by which the ratepayers in Towns and urban districts are empowered, if they choose, to support Voluntary Schools out of the rates, a very large number of them must disappear."

Subsequently, at the dedication, by the Bishop of London, of the St. Stephen's School, Paddington, in November, 1898, Sir John Gorst predicted the possible perpetuity *of the System of* Voluntary Schools in England, and said:

" . . . The law had deliberately established in this country a double system of elementary education," . . . and that, while the State had moulded two systems of management, it had not arranged that one of these systems should have adequate funds wherewith to discharge the duties which it undertook, and the friends of education could promote the cases in no better way than by arranging for the removal of the disabilities under which the managers of Voluntary Schools now lay.

He did not say this in the interests of Voluntary Schools. . . . He co m mended to their consideration the fact, that Voluntary Schools would continue to exist. Nobody could kill them : nobody could destroy them ; and they would continue for all their lives, and perhaps for many generations to come. It was, therefore, to the interest of the people of this country, to the interest of the parents, to insist that there should be some plan devised by which the Voluntary School Managers should have adequate funds by which they could give as good a secular education as that given in Board Schools."

Sir Wm. Harcourt took strong ground against the dual system of education in England, but he hoped that the declarations made by the Minister as to the fundamental deficiencies of national education might sink into the heart, not only of the House of Commons, but of the people of the Country, so as to give that impetus and support to the Government of the day to enable them to set to work on a task, which he believed to be of the most supreme importance to the future of this Country."

The ex-President of the Wesleyan Conference of 1897, forcasting the educationa future of the school question in England, said :

" While many desire one uniform system for the whole Nation, the force of circumstances makes it probable that the dual system . . . will continue for some time to come. . . . It may be that they can be brought into more harmonious relations and co-operate more effectually for the common good. The cry for popular representative control in proportion to the support derived from the payers of rates, or taxes, is so simple, so just, so reasonable, and is taking such hold of public opinion that the principle bids fair to extend and prevail."

Organized Opposition to Voluntary Denominational Schools.

Although the Voluntary Schools Act of 1897 was considered to be a great boon by the supporters of these Schools, yet, in some respects, it aroused a stronger opposition in the public mind to such an endorsement by Parliament of the principle of private Denominational Schools, as opposed to that of the national system of Board Schools under local public control. That the strength of this opposition was lessened, it is true, by the passage of a corresponding Act at the same Session of Parliament, providing for a special extension of the Parliamentary Grant to Board Schools. In 1897, this extra grant was made. At the annual Meeting of the National Education Association, held on the 15th of February, 1898, the Report presented stated, that the Voluntary School Grant, under the new Act of 1897, was at the rate of five shillings per child of average attendance, (or £617,000 in the aggregate), and that the increased special grant under the Board School Act of the same year was one shilling per child of average attendance, or £110,000 in all.

Among the many reasons which have been urged by educational reformers in England " why Voluntary (denominational) Schools should cease to be supported by a Parliamentary Grant ", there are two which seem to me to embody the substance of the whole popular argument in England against these Schools. They are :—

(1) The " perversion " of State funds, voted by Parliament to aid in the propagation of purely Denominational views and opinions, under the guise of promoting education.

(2) The utter absence of official local control in the management of these Voluntary Schools by the public.

Among the active opponents of these Voluntary (denominational) Schools is the National Education Association of London, under the Presidency of Lord Battersea. Through its Emergency Committee, this Association has issued a number of pamphlets and about a hundred fly-sheets, containing strong and vigorous arguments, from the

national school standpoint, against Voluntary (denominational) Schools. The most interesting and striking of these pamphlets are : "The Education Crisis : A Defence of Popular Management of Public Education," "The Inherent Defects of Voluntary Schools," "The Advantage of the School Board System," etc.

NOTE.—On page 41, a striking example is given of the inferior quality of the education given in the London Voluntary Schools, as evidenced at a recent County Scholarship Examination.

ACTIVE MOVEMENT TO PROMOTE A PUBLIC GENERAL SYSTEM OF POPULAR EDUCATION.

I have thus given the views of prominent public men who fully represent the various opinions prevalent in England on educational matters. Several organizations exist which are pledged to promote in every way the projected reform indicated, and either to abolish the dual system altogether, or to insist on a local representation of ratepayers on all Voluntary School Boards receiving a portion of the Parliamentary grant.

The most important of these organizations is the "National Education Association," of which the Right Honourable A. J. Mundella was President for nine years, and until his death last summer. In the Report of this Association for 1897, (which I greatly condense), it is stated that :

"The reactionary educational policy . . . (indicated by the school legislation of 1897)—led to proposals for united action in various quarters among Societies . . . friendly to a publicly-managed and undenominational system of Schools ; (viz., the Birmingham and Midland League, the Northern Counties' League, and that of the 'Free Churches League.' . . A conference of the Association and these Leagues was held last summer, and a series of Resolutions was agreed to. Among them were the two following :

"(1) That . . the establishment of School Boards should be extended by Parliament over the whole Country.

"(3) That School Boards should have the management of all Public Elementary Schools within their area, the management to cover the appointment of Teachers."

With a view to combined action the Executive Committee urge that a vigorous campaign be inaugurated on the ground :

"That the serious aggressions upon the School Board system and the unjust discrimination in favour of sectarianism embodied in the legislation of last Session, make the diffusion of sound principles more necessary than ever."

All friends of education are urged to demand "not only the repeal of the reactionary legislation, but also a considerable step forward in the direction of universal School Boards, with unsectarian Schools under their management, and within the reach of all."

CHAPTER XIV.—THE UNIVERSITY EXTENSION MOVEMENT IN ENGLAND.

Of late years there has been a strong desire, largely in commercial circles, for an extension of university privileges to the larger progressive Cities and Towns in England.

In an official Report on University Colleges, receiving grants from the Imperial Parliament, published in 1897, a resumé of progress in the direction of Colleges is thus given :—

"The University Colleges of Great Britain are a remarkable development, and have become a very important part of the educational life and system of the Country; University College and King's College, in London, were founded early in the century; Owens College, at Manchester, will soon reach its jubilee ; Bedford College is a little older ; but the others have all grown up within the last twenty, or twenty-five, years. . . . They represent a total capital expenditure . . . of nearly two millions (£2,000,000) of money, and *an annual expenditure* of £155,487. . . . They are supplying education to a total of

pupils—men and women—in arts and sciences, including Training College students, which approaches to some six thousand (6,000) and in all departments, including Medical, Engineering and Technical students, to some twelve thousand (12,000)." . . . .

"It may be noted that the rise and prosperity of these Colleges . . . has not been brought about at the expense of previously existing Universities. On the contrary, we find that most of these Colleges are largely manned by Professors drawn from the older Universities, and that there is a frequent interchange of Teachers between the two sets of Institutions. . . .

Names of the Local University Colleges in England.

The Colleges inspected, and on which reports are given in this Parliamentary Return, are the following:

1. *University College*, London, founded in 1828—"A place of learning of some considerable prestige and tradition. . . . It has "been, in a sense the pioneer and model of the University Colleges throughout the country."

2. *King's College*, London, founded by Royal Charter, in 1828. . . . In 1882, the Charter was enlarged with a view to enable the College to educate women.

3. *Bedford College*, London, founded in 1849 as a College for adult women.

4. *Owen's College*, Manchester, founded in 1841. It is one of the three local Colleges which constitute the Victoria University.

5. *University College*, Liverpool, founded in 1878, is the second of the three Colleges of Victoria University.

6. *The Yorkshire College*, Leeds, founded in 1874, is the third of the Colleges of Victoria University.

7. *Mason College*, Birmingham, founded in 1875, and which it is proposed to erect into the Birmingham University. (See next page).

8. *University College*, Bristol, founded in 1876, "for the education of persons of both sexes."

9. *The Durham College of Science*, Newcastle-upon-Tyne, commenced in 1871, and maintained by the University of Durham.

10. *University College*, Nottingham, mainly founded and supported by the Corporation of Nottingham and affiliated with the Universities of Oxford and Cambridge.

11. *Frith College*, Sheffield, founded by Mark Frith, in 1879. It prepares Students for the University of London.

12. *University Extension College*, Reading, founded 1892, and is an amalgamation of the local Schools of Science and Art in Reading, in connection with Oxford University.

13. *Technical and University Extension College*, Exeter, founded in its present form in 1893. It is also an amalgamation of the Schools of Science and Art in Exeter. It will likely be connected with Cambridge University.

Various Universities in England.

To these University Colleges might be added the ones recently founded in Oxford and Cambridge, viz.:—Keble, Mansfield and Manchester, in Oxford; also Lady Margaret, St. Hilda and St. Hugh and Ruskin's Halls, and Towerville College, in Oxford; and Girton and Newnham Colleges in Cambridge, etc.

In addition to the Universities of Oxford and Cambridge, there are also the following recognized Universities in England:—

1. The University of Durham, founded in 1893.

2. The University of London, founded in 1836. It is now proposed to make this a Teaching University, instead of being, as it is now, an "Examining University."

3. The Victoria University, of Manchester, founded in 1880.

4. University of Wales, founded in 1893.

The Proposed University of Birmingham.

It has also been proposed to erect Mason College in Birmingham into a Teaching University. In advocating this change, the Right Honourable Joseph Chamberlain, Member for Birmingham, said:—

"There was a time, no doubt, when members of the older Universities, and men who were altogether independent of them, believed that the multiplication of Universities would injure education, and that it would lead, in a certain sense, to the degradation and lowering of the value of the Degrees which Universities conferred. But very much has happened in the last twenty years; and he could scarcely imagine any reasonable man arguing in that strain now. . . . What did they mean by a University? What new Institution was it they desired to place in Birmingham? They meant, he took it, a great School of Universal Instruction, not confined to any particular branch of knowledge, but taking all knowledge as its province, and arranging regular courses of complete instruction in all the great branches of information.

University Examples in Germany and Scotland Cited.

"But, if they went outside England, the argument was greatly strengthened. They looked to Germany for an example, and as a model of everything in the way of educational organization and progress. Education was 'made in Germany.' The population there was 46,000,000, and it had 21 Universities. Their own sister Kingdom of Scotland, with 4,000,000, had four Universities. England and Wales, with nearly 30,000,000, had only six Universities. Birmingham and the surrounding district was the only great centre in England which has not been provided with a University. Liverpool, Manchester, Leeds have the Victoria University. Newcastle is closely connected with Durham. Wales has its own University, and London has a University also.

"We could not imitate Oxford and Cambridge if we would, and we would not if we could. The older Universities supply a want of their own, and they offered associations, traditions and conditions which we could not emulate. If anything were to happen to them, they would leave an incalculable gap in all that is interesting and picturesque in English life and history.

"There is no doubt whatever, from the experience of such Universities, as those to which I have referred, that to place them in the middle of a great industrial and manufacturing population is to do something to leaven the whole mass to higher aims and higher intellectual ambitions than would otherwise be possible for people engaged entirely in trading and commercial pursuits."

Other than the Learned Professions Knocking at the University Gate.

In his recent inaugural speech as Lord Rector of St. Andrew's University, Mr. James Stuart, M.P., in very striking language, called attention to the new demands on Universities for a far wider range of studies than those now taught in them. He said:—

"Since Universities were founded, other callings had arisen besides those of what used to be known as the 'learned professions'? Engineering had almost won its way into their University System. The Professor of Teaching had a claim to University recognition. These were two great branches of human knowledge knocking at the gate of the Universities, and offering precisely the same plea for acceptance as the professions of Medicine, Law and Theology did 800 years ago. If the Universities were not to be left behind, they must respond to that knocking at the gate; they must remember the *demand that called them* into being. But the professions of the Engineer and of the

Teacher were only two of the many callings of mankind which asked for University recognition. Trade and Commerce were still outside their University system, and those who followed them had to be content with the crumbs that fell from other tables. Then there were the professions of the Civil Service and the Newspaper press. Even from the University's own point of view, it became daily more necessary to find more outlets for their students. Do not fear the curriculum being too full—students already could select for themselves—give them ample opportunity. They ought to strive to give men wide chances of knowing what the state of knowledge is in its entirety."

What a Local, or Provincial, University Should Be.

In another speech at Birmingham, by Mr. Chamberlain, in November, 1898, he thus emphasized what he thought should be the distinctive character of a local, or provincial, University :—

"There is a tendency with a few people to sneer at provincial Universities, and to represent them as what I may call "bread and butter schools;" that is to say, as Institutions, which are intended merely to enable the students to take advantage of them to stand in rather better positions to earn their own livelihoods than they would do, if they were without them. I do not think myself that even that mission is one altogether to be despised. . . .

"A provincial University ought to be in some sense distinctive. It ought to have a stamp of its own. In my opinion, it ought to be redolent of the soil, and inspired by the associations in which it exists. Well, what are the associations and the inspirations which we gather from our position? It appears to me, to begin with, that we must remember that Birmingham has always been the home of a Medical School of a very high reputation. . . .

"Again, the enormous development of science requires, undoubtedly, an extended application of the means of instruction; and, of course, there is special reason that science should take a very prominent place in connection with a University which is situated in the centre of a manufacturing and commercial district; and it would be, in my opinion, pedantry were we to pretend that we did not attach the highest importance to this branch of our work, and did not intend that it should be distinctly carried out, and should give to the University a position of its own.

The Necessity of Equipment for Commercial Life.

"I would like, however, to go one step further. There is one branch of education which seems to me hitherto to have been curiously neglected in the Universities that at present exist in this Country. There is, as far as I know, nothing like an organised Commercial Education. I admit I desire very much to see, some time or another, a Faculty for commercial education in connection with the University of Birmingham, in which there should be a fully equipped centre for modern languages, taught, not as they are taught now, without much system, but taught scientifically, in which also attention would be paid to Commercial Geography, Commercial Law, Commercial Economy, and the other kindred subjects. In fact, I cannot see why we should not do for those who are intended for commercial life what we already do for those who are intended for the professions. The establishment of such a School as that would give to our University that special character, which I think it will have to attain to, if it is to maintain a distinctive, separate and important position."

In referring to the urgent request of the Birmingham Chamber of Commerce that "a real Faculty of Commerce" be established in the proposed University of Birmingham, Mr. Chamberlain, in a later speech, said :—

"That, while it was desirable to give special attention to scientific Commercial Education, . . . the Chamber of Commerce went further, and desired a 'real Faculty of Commerce,' such as exists in only one University in Europe—that of Leipzic. . . .

CHAPTER XV.—GENERAL OBSERVATIONS AND SURVEY OF THE PROSPECTS OF POPULAR EDUCATION IN ENGLAND.

I propose in this Chapter to notice some features of the English Educational System, as they have presented themselves to me, and to analyze and discuss the causes which have produced, of late years, so great and beneficial a change in public opinion and feeling in regard to popular education in England.

General Characteristics of Administration in England.

I have already, in Chapter XIII., touched upon what may be regarded as characteristic of English administrative practice. While it is, as a rule, fair and impartial, it is very methodical and minute in regard to details. It is nevertheless paternal, but it is also somewhat arbitrary and inflexible in its rulings and decisions.

Some of the Hindrances to the Progress of the English School System.

There are several serious hindrances to the progress and success of the system of Popular Education in England, which have been but slightly touched on in this Report. They are partly inherent, and partly traditional.

1. The first, in its after effects, has been, no doubt, the great supineness, in past years, of the English people in the matter of Popular Education. "It is," as the Report of the Education Department for 1897-98, puts it, that, "as a Nation, we have only within comparatively recent years, grasped the idea of universal elementary education. We realized but slowly how far behind we had lagged in the supply of elementary education for the masses of the people."

It has taken time, therefore, to make up for this early neglect of a subject, which in other countries, especially in Holland, Germany, the United States and Canada, had long since engaged the serious and practical attention of their statesmen and people.

2. The second great drawback to the efficiency, as to results, is the short-lived attendance of children in the Schools. Of the 4,888,307 pupils in average attendance at the Schools in 1897, only 1,186,300, which remained in the Schools, were between the ages of eleven and thirteen, (or less than one-fourth of those on the roll, at those ages). After discussing the causes, which have led to this state of things, the Report of the Education Department for 1897-98, states, that the immediate cause of it is the desire of pupils for immediate gain, and the selfishness of parents for the same.

Another barrier to successful progress in this matter, is the great diversity of standards fixed by local by-laws for total, or partial, exemption of children from School attendance in England and Wales. The Education Department deplores this state of things and feels, "that, so long as this unevenness in the normal duration of School life continues to be characteristic of our system of public elementary education, little can be done towards impressing on the public mind a definite idea of what should be the normal intellectual outcome of an Elementary School course" of instruction.

3. The third great hindrance to the successful working of the English School System chiefly affects its higher grade, of what are termed "Secondary Schools." More than one effort has been made by the Government to deal with this question, but without success. At length, a Royal Commission was appointed to deal with secondary education. Their enquiries brought out into strong relief the inherent difficulties of dealing with a question of this kind in a satisfactory manner, owing to the "vested interests" of a peculiar kind, which claimed and exercised proprietory powers over Schools of a higher grade than those for elementary instruction. These were exercised by School Boards, County Councils, the Science and Art Department, the Charity Commissioners, and chiefly by the Managers of Proprietory Schools. There is, however, every reason to believe that, as proposed in the

Duke of of Devonshire's Bill on "Secondary Education," all of these interests and the so-called vested rights will be merged in one strong executive body, termed a Central Educational Board, like that of the other Boards in the English Governmental System.

Basis of the English and American Systems of Popular Education.

To my mind, one of the inherent causes of the failure, up to a late date, of the English System of Popular Education to provide for, and to reach, the masses of the people, was the narrow basis upon which it was originally projected by the great and influential Society, which undertook, (in 1811,) to lead in this truly "national" movement. It appropriated to itself the term "National," but yet confined its operations, (as it stated), to "the Education of the Poor," while, in point of fact, the "poor" of England represented only a fraction of the Nation at large. Even Sunday Schools were projected with a very little higher aim than the giving of religious instruction to the "poor." It is singular how this narrow view of the purpose and object of National Education continued to hold sway for so long, not so openly, or publicly, as formerly, but still as a tradition. And, in this way, and for this cause, the education of the masses is, more or less, regarded as a tentative movement. Fortunately, the present leaders of public opinion in England repudiate this narrow view of their duty, and that of the nation at large, in this matter.

It is gratifying to know that the former English ideas on this subject never had, for any length of time, a lodgment in the minds of Educationists on this side of the Atlantic. The basis upon which popular education rests in the United States, and in Canada, is, and was intended to be, as broad as it was possible to be, so as to include in its grasp and purpose the entire population of the land. It was also designed to be as comprehensive as were the intellectual requirements of every class of the population.

In the United States, no other idea was, or is, held by public men there,—and, indeed, by the whole Nation,—than that the system of popular education should be homogeneous, and that its foundation should be so broad and deep, that, in its operation, it should be co-extensive with the needs of the population. No exclusive rights were to be conceded, or permitted, to any portion of the community, religious or otherwise. The object of the system was, that the entire people were to enjoy, without let, or hindrance, all the benefits of a comprehensive scheme of national education, free and open to every one alike, without respect to class, nationalities, or degree.

In this connection, I may here quote the words of a distinguished representative of the Roman Catholic Church in the United States—Archbishop Ireland, of St. Paul, Minnesota, who, in an address before the American National Education Association, in 1890, said:—

"I am the friend and advocate of the State School. I uphold the Parish School. I sincerely wish that the need of it did not exist. I would have all Schools for the children of the people State Schools.

"The right of the State School to exist, I consider, is a matter beyond the stage of discussion. I fully concede it. To the child must be imparted instruction in no mean degree. The imparting of this is primarily the function of the child's parent. The family is prior to the State. The State intervenes, whenever the family can not, or will not, do the work that is needed. The place of the State, in the function of instruction is *loco parentis* As things are, tens of thousands of children will not be instructed, if parents remain solely in charge of this duty. The State must come forward as an agent of instruction; else ignorance will prevail. Indeed, in the absence of State action, there never was that universal instruction which we have so nearly attained, and which we deem necessary. In the absence of State action, I believe universal instruction would never in any country have been possible.

"State action in favour of instruction implies free Schools. . . . In no other manner can we bring instruction within the reach of all children. . . . Blest, indeed, is that land whose vales and hill sides the [School House] adorns; and blest the generation upon whose souls are poured its treasures. . . .

"It were idle for me to praise the work of the State School of America in the imparting of secular instruction. . . . It is our pride and glory. The Republic of the United States has solemnly affirmed its resolve that within its borders no clouds of ignorance shall settle upon the minds of the children of its people. To reach this result its generosity knows no limit. The Free School of America! Withered be the hand raised in sign of its destruction! . . .

"The American people are naturally reverent and religious. Their laws and Public Observances breathe forth the perfume of religion. The American School, as it first reared its log walls around the Villages of New England, was religious through and through.

"I would solve the difficulty by submitting it to the calm judgment of the Country.

"I would permeate the regular State School with the religion of the majority of the children of the land, be it Protestant, as Protestantism can be; and I would, as they do in England, pay for the secular instruction given in Denominational Schools according to results; that is, each pupil passing the examination before the State Officials, and in full accordance with the State programme, would secure to his School the cost of the tuition of a pupil in the State School.

"There is also another plan:

"I would do as the Protestants and Catholics have done [for over twenty years] in Poughkeepsie and other places in our country have agreed to do, to the greatest satisfaction of all citizens and the great advancement of educational interests."*

The English Code of Elementary Instruction and its Minuteness of Detail.

The scheme of School education, and the subjects of instruction, prescribed in the yearly "Code," are so elaborated, as to provide, apparently, for every possible contingency, and every possible detail, of Elementary Education, as well as other matters, which are rarely included in the ordinary syllabus of instruction in other Countries. These details are, moreover, fenced in by many restrictions, which can only be relaxed, "if sanctioned by the Department."

The Education Department, in its Report, however, for 1897-98, thus admits the necessity for a more liberal interpretation of its "Code."

"It is not generally understood how much encouragement is now given by the Code to the adaptation of educational methods to the needs of different districts. It has been our aim to remove, as far as possible, all restrictions which might needlessly hamper the freedom of Teachers and of Managers, in their desire to increase the efficiency of the Schools." . . . "We have thought it wise to leave the Managers of Schools as free as possible in formulating courses of manual instruction . . . but have published for their guidance a paper of suggestions," on the subject, etc.

I have pointed to various restrictive rules of the Department in Chapter VII. It will there be seen what are the extra subjects prescribed for the ordinary pupils of a School.

In the "Instructions to Inspectors," the Department names the kindergarten subjects for "Infants," and enumerates fourteen things which a child of from three to five years of age can do, and twenty things which a child between the ages of five and seven can do. It has also given in these instructions minute details for the teaching and management of a cookery class, including a list of utensils to be used in teaching.

*Having written to Archbishop Ireland for some information in regard to the Poughkeepsie plan, which is otherwise known as "the Faribault scheme" of education, he referred me to the Rev. James Nilan, Parish Priest at Poughkeepsie, for definite information on the subject. He said, however, "That the 'Faribault Plan' is nothing else than the 'Irish School Plan,' which has been in working order throughout Ireland for the last fifty years. It was first applied in this Country in Poughkeepsie, New York. . . . "Do not tell me" (says the Archbishop) "of the difficulties of detail in working out either of my schemes. . . . Other schemes, more perfect in conception and easier of application, will, *perhaps, be presented* in time meanwhile, let us do the best that we can and do know." (See page 30.)

All of this is very good, very suggestive and very useful; and it may be very desirable thus to ensure uniformity and completeness, and it may also prevent much loss of time in constructing, in localities, Time Tables of instruction, as well as necessary directions for the Teacher; but it also shows how greatly elaborated have been these details of instruction in the Code for English Elementary Schools.

Object Lessons and Physical Exercises in the Schools.

The Subjects of Object Lessons in Country Schools include "Plant Life," "Animal life," "The Sky, Air, Land and Water," and are excellent in their extent and variety. Those for Town Schools are also full of useful detail, and are complete of their kind. The Department has also provided, in the "Code," for "Visits to Museums and Other Institutions of Educational Value," in connection with the teaching of Object Lessons.

In the matter of Physical Exercises in Schools, the Department has given very full directions as to when and how, and under what circumstances, pupils should, and should not, engage in them. It recognizes four organizations, or institutions, the Certificates of which it will accept, as evidence of the fitness of a holder to conduct the physical exercises in a School, viz: the Military Authorities at Aldershot, the British College of Physical Education, the Amateur Gymnastic Association and the Birmingham Athletic Institute.

Generous Financial Provision for Elementary Schools.

In so elaborate and complex a system, it is obvious that it would be necessary to provide, with no unsparing hand, for the legitimate expenses of a Scheme of Education covering so large an extent of ground, and embracing so extensive a field of scholastic work.

The Governments of the day have not failed to redeem their implied pledge that, while imposing upon the Country so extended and minute a scheme of education, they would also provide the necessary funds to ensure its efficiency. Hence the following are the amounts which were voted by Parliament in successive years, after the first Education Grant of £20,000, which was made in 1833.

Very little addition was made to this sum for some years. In 1840, it was, however, increased to £30,000, but in 1841, it was raised to £40,000. Subsequent Grants were made year by year, but I have not given them consecutively:

In 1843	the Grant was	£ 50,000
In 1845	"	75,000
In 1847	"	100,000
In 1849	"	125,000
In 1851	"	150 000
In 1852	"	160,000

After this last year the Grants began rapidly to increase.

In 1853	the Grant was	£263,000
In 1855	"	396,921
In 1856	"	451,213
In 1857	"	541,233
In 1858	"	663,435
In 1860	"	724,403
In 1861	"	813,441

In 1863, under the administration of the Education Department by Mr. Robert Lowe, (afterwards Lord Sherbrooke), and the adoption of the scheme of "payment by results," the Grant fell to £774,743.

"Thus," (as the Final Report of the Commissioners of Inquiry of 1888 states), "the promise of Mr. Lowe to the House of Commons, that education, under his system of administering the grants, should, if not efficient, would be cheap, bid fair to be realized, so far, at least, as the second of these alternatives was concerned, since the cost to the Country of the annual Grants steadily diminished." This will be seen more clearly from the following Table:"

In 1863	the Grant was	£721,386
In 1864	"	655 036
In 1865	"	636,806
In 1866	"	649,307

In 1871, a "Revised Code" came into operation, and, in 1872, the Parliamentary Grant was increased to £789,689.

In 1873	the Grant was	902,177
In 1875	"	1,031,609
In 1880	"	2,130,009
In 1887	"	3,071,547
In 1895	"	4,081,281

Thus the Grant was increased in each year, until it has now practically reached double the sum of the grant of 1895,

What Have Been the Causes of this Awakening in England?

Of course the inquiry would, under those circumstances, naturally be: What were the moving causes which brought about so remarkable a change in the disposition of Parliament, so as to induce it thus so largely to augment the sum placed each year at the disposal of Managers of Schools, so as to enable these Managers to support their Schools, and to carry out the obligatory requirements of the Code?

Upon a careful review of all the circumstances connected with the change in public opinion, in regard to the importance and necessity of an improved and effective System of Education for England, I have been strongly impressed with the fact, that the causes which have produced so striking an upward movement in public opinion have been manifold.

But however manifold they may have been, they can, nevertheless, be practicably reduced to three—two of them active in their operation, and the third silent in its influence, yet far-reaching in its effects.

1. The First Active Influence on English Public Opinion.

The first and most potent of the influences which have brought about so salutary a change in public opinion in regard to education, has clearly been partly commercial, in its more active and practical form, and partly national, in its competitive aspect, and in connection with British Commerce.

Education and Intelligence the Necessary Basis of Industrial Skill.

Everyone who has given any attention to these matters, and to the extent and character of British Commerce, and of the interests involved, has not failed to point out, more or less strongly—not the decadance of British commercial energy and enterprise,—but the failure of England to keep pace with other nations in industrial skill and deftness of hand, and in the dexterous and expert manipulation of the raw material, and its change into articles of beauty and taste.

It has been over and over again demonstrated that, as a rule, no very successful efforts can be made to engraft industrial skill of a high type on the dormant intellectual powers of an uneducated person, so as to make it a mental acquisition, except in special cases. This statement is put in another form by the present Colonial Secretary, Mr. Chamberlain, in a speech delivered by him last year in Birmingham. He said:—

"All experience shows that Technical Schools and technical training are of greater vantage when they are offered to those who have already been disciplined and trained something like a general course of instruction. It is the all-round student who is the t practical scientist, and therefore, without the least hesitation, I would appeal to nufacturers . . . and for their own credit to give their hearty support to this niversity] project."

The Reports of the Science and Art Department lay special stress on the fact, that greatest hindrance to the work of technical and industrial training is the fact that ldren are not sufficiently prepared in the elementary schools for either,—they leave ool too soon.

What England has Recently Done for Industrial Training.

So great has been the commercial competition and rivalry between England and, efly, continental nations, that the Government has given special attention to the subt, by increasing facilities for the training of industrial experts. In 1889, an Act was ssed, with a view to extend these facilities, and to provide, by Act of Parliament, for establishment of Technical Schools—chiefly by the County Councils. This Act was rised and its provisions extended in 1891. Last year, too, in order to give greater tainty, and fuller precision to the purposes for which the Science and Art Departnt was established, the Government has proposed, in a recent Bill, to merge that partment, (and some of the functions of others), in the one pertaining to education, and constitute a Central Board of Education, (as a substitute for both). An additional ll places the proposed "Secondary," (or Higher,) Schools under the direction of this ntral National Board.

Experts' Recent Report on Industrial Education in Germany.

It was hoped that with such increased facilities for local industrial training, and ch as would be effectively promoted by the Government direct, that the continental mpetition, in articles of taste and skill, would become less acute as time went on. But trong note of warning, that this need not be expected in the near future, has been ered by a number of experts on technical matters, headed by Sir Philip Magnus, who ited Germany in 1896, to attend exhibitions, and to make enquiries on the subject.

No Prospect of a Decrease in Commercial Competition.

In their Report to the Duke of Devonshire, Lord President of the Privy Council and esident of the Committee of that Council on Education, these gentlemen, after referrg in detail to the remarkable progress of general scientific and industrial education in rmany, say:

"The lesson to be derived from all this activity, in matters pertaining to education, clearly this, that our foreign rivals are determined to keep well ahead in the matter of ilities for instruction . . . in those Institutions wherein the highest branches of ientific instruction are pursued.

"They are convinced that the Nation which has the best Schools is the best prepared r the great industrial warfare which lies before us,* and no money appears to be grudged r the erection, equipment and maintenance of Educational Institutions of all grades, and pecially, of the Science Laboratories, which, as we have seen, are being multiplied in rmany.

"The great industries of to-day depend more and more upon the successful applicaon of recent discoveries to ordinary manufacturing processes.

"In the industrial race, in which we are engaged, nearly all the advantages upon hich we prided ourselves in the past, are possessed, in a greater or less degree, by our vals, and count for little, as compared with scientific knowledge, and its ready application the manufacturer."

* As a coincidence, and, in confirmation of this opinion on the part of English experts, it is worthy of e, that, in a debate in the German Reichstag, on the 13th of January, 1899, a prominent Deputy, bel) stated, amid cheers, that: "In the struggle of commercial competition the victor will be the Nation ssessing the most intelligent workmen."—(*Debate on the German Army Bill*).

The Report of these Experts concludes with the following remarks :—

"There are indications that, in the immediate future, our own countrymen will have to encounter a competition far more acute than anything they have yet had to grapple with.

"In the coming struggle for trade, our fine insular position, our splendid race of workers, and our excellent raw material, will undoubtedly count for much ; but the possession of these advantages alone will not suffice ; and we shall have to adopt certain of the methods which prevail abroad, about which our manufacturers in the past have cared too little, but which mean much to our customers

"We must not be content to live any longer upon the traditions and reputation of the past ; but we must set ourselves to work diligently to study the wishes and fancies of those we have to serve ; and we must, moreover, be prepared to meet them, even in such small subtleties as weight, measure and packing.

"Above all, we must endeavor to improve and develop our higher industrial and secondary literary and technical educational machinery to our peculiar conditions ; we must see that it is maintained at least on a level with that of any other Nation.

"We shall have accomplished all that we hoped to do, as the result of our . . . mission, if we succeed in showing that there is no evidence of standing still, or of being satisfied with past progress in [technical education] in any direction in Germany. . . .

"Everything is being developed ; and, in all branches of industry, there are signs of great activity."

Recent Utterances on the Necessity for Active Efforts.

It is clear, from the number of speeches recently made in England on this subject on "industrial supremacy," that an unusual amount of interest has been awakened in regard to the necessity for active measures being taken to recover lost ground. The Countess of Warwick is one who has taken a very decided stand in regard to industrial education. Of this she has given a practical proof, in her establishment at Dunmow, Essex, of a Technical School, in which is given a systematic training in elementary science. In a recent address on the subject, Lady Warwick, in effect, gave her reasons for this experimental movement, and said :—

"Sir John Gorst has given forcible expression in his utterances on the subject to the accumulated experience of those who had been engaged in carrying on educational work. The ground of his complaint, not to say despondency, was that, until we established, throughout the length and breadth of the land, places to enable our population to compete with other Nations in the markets of the world we could not maintain the position and industries, in which we were once supreme. Foreign Nations had long been alive to the fact that industrial supremacy was largely dependent upon the training of young children, from the time they entered school until they became bread winners. In this respect we had still much to learn from the foreigner. Money should be spent to equip the coming generation for life's great battle, for we were now behind in the race with other Nations. The knowledge called technical was simply the knowledge of the scientific principles underlying any particular industry, combined with the skill connected with that industry."

At a recent distribution of prizes at the London Institute, Mr. W. H. Preece, C.B., said that :—

"If this country was to hold its own against foreign rivals, enthusiasm must be aroused. At School and at College, students could cultivate the great quality of self-reliance, the power of co-operation, and the spirit of justice, which were characteristic of the Anglo-Saxon race."

Mr. Bonsfield said :—

"In technical teaching, England had some leeway to make up, but he believed she would do it, and that the qualities, which had placed Englishmen in the forefront of the *commercial and* manufacturing world, would not fail them now."

In a recent presidential address from Mr. R. L. Taylor, Organizing Science Master the Manchester School Board, he said that: "Greater facilities for real technical truction was one of the most urgent questions now before the Country. They had ged behind terribly; and it was really doubtful whether, after all their exertions, they d gained any ground during the last sixteen years. The Germans and Americans had shed ahead more, he believed, than the English had, and the English were now no arer to the former than when they first started to catch them up. And they must ch up. To continue to lag behind in the educational race would inevitably have most disastrous effect upon their manufactures and their commerce. It was necessary at we should make up for lost ground."*

A writer (Mr. C. Tripp) in the *Nineteenth Century* for February, 1898, on "German sus British Trade in the East," uses the following strong language, on the subject of e commercial education of the youth designed for employment in houses engaged in eign trade:

"If the instructors of our British youth do not watch it, they will one day awake d find that German zeal, industry and discipline are more calculated to win the great e of life than any amount of British pluck and muscle.

"A German youth intended for a commercial career is taught to read, write and eak modern languages; and this knowledge has beyond all doubt been of incalculable vantage to Germany in gaining and retaining foreign or neutral markets."

Another feature of the value of industrial training, as a preventive of crime, is thus rtrayed by Mr. Carroll D. Wright, a United States statistician:

"The intelligent skilled labourer is rarely found in a penal, or charitable, Institution. at kind of labour, which requires the most skill on the part of the workman to rform, insures him most perfectly against want and crime. Trade instruction, technical ucation, manual training,—all these are efficient elements in the reduction of crime, cause they all help to better and truer economic conditions.

"This conviction has given us, in the United States, Scientific Schools, Technical hools, Trade Schools, into which vast sums have been put as endowments, and which ve yielded a hundred-fold in the industrial development of the Country, and many ndred-folds in its morals."

2. The Second Potent Influence on English Public Opinion.

It is appeals like the foregoing to the intelligent thoughtfulness of public men in gland that have largely called into play the second influential cause which has erated so strongly on English public opinion in favour of a greatly improved system of pular and Industrial Education.

During the last year, what may be termed the war-like competition, which sprung between Great Britain and the other Nations of Europe, had the effect of arousing the perial Government to the extreme danger of allowing any of these Nations to out-rip her in such matters.

* As these pages were passing through the press, a striking instance of the prompt business ways of e Manager of Locomotive works in England and the United States is given by Sir George Paget, airman of the English Midland Railway Company. He said that:

"The Company had ordered 170 engines from English makers in December, 1897, and not one of them as yet delivered, and that, when the Company gave an additional order, in December, 1898, it could not t a promise that one engine would be delivered in fifteen months, so it was determined to ask for tenders om the Baldwin Company at Philadelphia, and from another Company in Connecticut. Offers were ceived; and, in one instance, the delivery of ten engines was promised in ten weeks from the time the awings were received, and in another case a shipment from America was promised in four months. The areholders, the Chairman continued, could see, from this, that while the Midland Company could not get ingle engine in England in fifteen months, it could get twenty from America in four months."

How equally, if not much more, should the possibility of being overmatched by commercial rivals, and her supremacy endangered, have the effect of evoking in England a similar spirit, but in a more peaceful direction, that, in the practical arts of life, she should not be surpassed by any Nation on the globe.

England has doubtless been studying that lesson deeply; as recent parliamentary proceedings have indicated.

It is gratifying to know that the practice has become general for public men—in and out of Parliament—to address gatherings of various kinds, in which some phase, or feature, of practical education is discussed or criticised.

As a rule these addresses are non-partisan and non-political.

Even when the Speakers are advocates of Voluntary, (Denominational,) Schools the special features of these Schools are generally kept in the back ground.

I have noted down from the English newspapers, a number of these addresses, and to these I would briefly refer, by way of illustration, of what I have stated.

In addition to various addresses by the Duke of Devonshire, Sir John Gorst, of the Education Department, and those of other Members of the Cabinet, the following are among the many educational addresses which were made by the parties named during the year 1898:—

Lord Reay on the Problems of Business Education. (December, 1898.)

Lord Russell, of Killowen, on the Urgency of Technical Education. (Dec., 1898.)

Earl Spencer on Recasting the Machinery for Managing Education. (Nov., 1898.)

Viscount Cross on sustaining Voluntary Schools. (April, 1898.)

Lord Battersea, on Recreative Evening Schools. (July, 1898.)

Lord Portsmouth, on Efficient Education in Voluntary Schools. (June, 1898.)

Lady Warwick, on Elementary Science in Rural Schools. (July, 1898.)

The Archbishop (Temple) of Canterbury, on the multiplicity of subjects to be taught in Schools. (June, 1898.)

Bishop Westcott of Durham, on the three principles as a basis of Education. (Nov., 1898.)

Bishop Creighton of London, on two qualities in pupils, to which Teachers should appeal,—curiosity and observation. (October, 1898.)

The Hon. *Lymph Stanley*, on the Position of higher Grade Schools. (Dec., 1898.

Dean Maclure of Manchester, on the Desirability of Secondary Schools. (Dec., 1898.)

Sir Bernhard Samuelson, on the Desirability of Combining Literature with one's Occupation. (March, 1898.)

Sir Philip Magnus, on the great change which had taken place in Education in the Victorian era. (April, 1898.)

Sir Albert Rollit, M. P., on the necessity of Commercial Education. (Dec., 1898.)

Sir Norman Lockyer, on the progress of Knowledge. (October, 1898.

Sir William Harcourt, M.P., on the Necessity of giving the Humblest a Chance of a Good Education. (October, 1898.)

Sir Joshua Fitch, on what London has done for Education. (November, 1898.)

Mr. Arnold Foster, M.P., on the Necessity for Thoroughness in Commercial Education. (October, 1898.)

Earl Spencer, on the necessity of meeting the keen industrial competition of America and Germany by establishing Technical Schools, open and free to all. (January, 1899.)

Dr. Macnamara of London, on Higher Grade Unrestricted Schools. (October, 1898.)

Mr. H. H. Asquith, M.P., on the Success of the Leys School, Cambridge. (February, 1898.)

Mr. Ernest Gray. M.P., on Voluntary School Associations. (April, 1898.)

Mr. J. H. Yoxall, M.P., on the Foundations of Technical Education. (June, 1898.)

Mr. Charles Morley M.P., on the Work of the Education National Association. (October, 1898.)

Mr. Lloyd George, on National Education, pure and simple. (April, 1898.)

It can be readily understood how public opinion would be aroused and stimulated under influences such as I have mentioned, and by the speeches and addresses which I have here enumerated. The more so would it be moved to vigorous action, since the necessity for greater facilities for industrial education has been widely felt and acknowledged, so as to meet successfully the keen competition for commercial supremacy, not only with the European continental nations but also with the far east—with Japan.

The form which, as a matter of fact, this increased and enlightened public opinion has taken in England has been the enlargement of the scheme of popular education, and its extension, in the direction of secondary, or higher, Schools, under the Government School Board System, to every part of England and Wales.

3. The Influence of the Universities—on Public Opinion in England.

It has been held by many, that there has been another influence at work all these years, silent and subtile, which has done as much, if not more, than any other force, to educate public opinion in England, in favour of a more enlarged and satisfactory system of public education. This subject—that of the influence of the Universities of Oxford and Cambridge—is so well treated by one of the Heads of Colleges in Oxford, that I append it herewith:

In an instructive article on "The University of Oxford in 1898," the Honourable George C. Brodrick, Warden of Merton College, thus sums up the various influences which Oxford and Cambridge Universities have exercised on National Education in England. He says:—

"Even when the number of students in the Universities of Oxford and Cambridge was much smaller than at present (about 3,000) Oxford and Cambridge virtually governed the whole course of higher Education throughout England.

"Formerly, as University degrees and honours were to be won by proficiency in Classics and Mathematics alone, Classics and Mathematics were the staple, if not the exclusive subject of teaching in Public Schools and Grammar Schools. . . . The Universities, by wisely extending their old narrow curriculum, are rapidly bringing the new studies within the range of their control, while, by undertaking the office of Examining Boards, on a very large scale, they have strengthened, to an extraordinary degree, their former hold on Secondary Education.

"But this . . . was as nothing compared with the influence now acquired by means of the inspection and examinations of Public Schools which [the two Universities] conduct independently, and of the lectures organized by the 'delegates for the extension of teaching beyond the limits of the University' in a large number of populous centres. To this must be added the experiment . . . of affiliating, not only Provincial Colleges, but Indian and Colonial Universities; . . . the experiment of superintending the practical training of Teachers and the generous arrangements made for the academical training of women. . . .

"By forming this widespread network of educational control, and occupying the centre of it, the Universities of Oxford and Cambridge have virtually made themselves arbiters of learning over a large proportion of Schools above the elementary grade, and assumed some of the most important functions of the Ministry of Education in other Countries.

"There is another cause of the vast educational power wielded by the [two Universities] . . . Many of those destined to guide the educational movement

. . have themselves passed under the discipline and teaching of the older Universities All the Head Masters of the . . . Grammar and High Schools . . . are graduates of Oxford or Cambridge. . . . The great body of Clergymen and Barristers, nearly all the English Bishops, and a large majority of the Judges, are *alumni* of Oxford or Cambridge. . . .

"The predominence of the older Universities in the direction of National Education is still more conspicuous in the *personnel* of the Education Office itself. The whole indoor staff of that Office, consisting of Secretaries and Examiners, have been recruited from Oxford or Cambridge,—the former having a certain preponderance. More than half of the School Inspectors for England and Wales are drawn from Oxford, and the rest from Cambridge [with few exceptions]. Not less marked is the prevalence of Oxford or Cambridge graduates on the staff of the Civil Service Commission, which now superintends the Examination for every branch of the Public Service. All the Commissioners, Secretaries and Examiners, with rare exceptions, have been selected from one or other of the older Universities. It was Oxford and Cambridge men who originated and shaped the open competitions for the Civil Service of India, and the Head Masters of the great Public Schools,—all Oxford and Cambridge men,—have been consulted at every turn in constructing the scheme of Army Examinations. . . . Of the last Governor Generals of India several have been Oxford men. . . . Of the last nine Prime Ministers five were educated at Oxford, and one at Cambridge. In the present (Salisbury) Cabinet eleven Ministers, out of nineteen, are Oxford men, and three Cambridge men; in the last (Gladstone) Cabinet, seven were Oxford men and six Cambridge men. . . . In the House of Commons . . . above one-fifth of its present Members are Oxford men, and above one-eighth . . . are from Cambridge, besides many who have graduated from other Universities. . . .

"Perhaps the most potent of all agencies in a Country like our own is what is known as 'the Press.' . . . If the secrets of anonymous journalism could be unlocked,—if it could be ascertained how largely Newspapers, as well as Periodical Literature, are indebted to Oxford and Cambridge men for their special characteristics, and how largely English habits of thought are moulded by English newspapers and periodicals,—it would furnish a crowning proof of the all-pervading influence exercised by our Universities on national life."

Approximate Completion of the National System of Education in England.

There is no question that, although the Educational System of England is disjointed, and, in some respects, fragmentary, yet the English Statesmen of to-day have seen, for some time, the necessity for the proper and effective dove-tailing of these several parts of that system into a consecutive whole,—as I have shown in Chapters VII. and VIII.

The details and appliances for a thorough system of Elementary Schools are already provided for. Those in charge of these Schools are required to see to it that every child admitted to them most have facilities to enjoy all the privileges and advantages of these Schools, whether managed by School Boards, or by Voluntary Denominational Associations

So far so well; but, up to this time, the connecting link has been missing, not, it is true, as a matter of fact, but as actually part and parcel of a connected whole, and as the recognized stepping stone to the University.

At length, this disjointed system of Elementary and Higher Schools is to be welded together. This joining together is to be effected by Act of Parliament, and both classes of Schools are to be controlled and directed by a strong central authority, about to be created, in the shape of an Imperial Board of Education—the Members of which are to be chiefly Members of the Cabinet.

The object of this new departure is thus explained in a Memorandum attached to the "Bill on Secondary Education,"—a Bill which was introduced into Parliament in June, 1898, by the Duke of Devonshire, Lord President of the Privy Council.

"The object of this Bill," says the Memorandum, "is the Parliamentary recognition of Secondary Education, to complete the National System of Education in England:—

"(1) By consolidating the Educational powers . . . possessed by the Charity Commissioners, the Science and Art Department and the present Education Department, into one Central Educational Authority, under the Committee of the Privy Council on Education; and

"(2) By establishing local Secondary Education Authorities, to administer areas not less than those of a County, or a County Borough. . . .

"With the object of keeping the administration in constant touch with the practical side of Education, this Central Authority has attached to it an Advisory Council, to which questions connected with Secondary Education are to be referred, . . . and each local Educational Authority shall include an adequate proportion of persons of educational experience."

When this Bill shall have passed, it will effect more, or less, of a revolution in the management, control and efficiency of a large class of Higher Schools, now practically controlled by individuals, or by local corporations.

Thus, the prospects are: That before this year is out, the completion will have been effected, so far as Parliament and the Central Administration are concerned, of the "National System of Education in England," which will then have become an actual and a gratifying fact.

J. GEORGE HODGINS.

TORONTO, JANUARY, 1899.

2. Report on Manitoulin Island by William Houston, M.A.

In the summer of 1897, and again in that of 1898, I spent sometime, at your request, inspecting Public Schools in the Manitoulin and adjacent islands. In 1897 I inspected all the schools on St. Joseph Island and a few on the west end of the Manitoulin. In 1898 I inspected all the schools on St. Joseph Island, Cockburn Island and the Manitoulin, except that of Gore Bay town, which had already been inspected by Mr. D. McCaig and also by Mr. J. J. Tilley. The result of my visits was to suggest to me very strongly the advantage of securing the introduction into all three islands of the large district and pupil deportation system which has for some years been spreading over New England. The grounds on which my opinion is based are amply set forth below. I may add that I was placed in a more than usually favourable position to observe the physical and sociological conditions of the islands, for most of my travelling was done on foot, and I saw life in all its phases very much from the inside.

The Islands.

Physiographically the Manitoulin, Cockburn, Drummond, and St. Joseph Islands, constitute an extension of the Bruce peninsula in a westerly to a north-westerly direction. The channels separating them from each other are nowhere more than a very few miles wide, and all of them navigable. Drummond Island belongs to the United States politically; the other three belong municipally to Ontario. The land on St. Joseph Island, except where it has been reserved for military or naval purposes, is part of the original Crown domain; Cockburn and Manitoulin Islands were, until about forty years ago, owned and occupied by Ojibway Indian bands, and there are still on them several Indian reserves which detrimentally affect the organization of school districts of the ordinary type, though they would be less of an obstacle to the working out of the large-district plan. Cockburn Island is one undivided township. There are three township municipalities in St. Joseph Island—St. Joseph, Hilton and Jocelyn. There are fifteen surveyed townships in the Manitoulin—Dawson, Robinson, Burpee, Barrie Island, Gordon, Mills, Allan, Campbell, Carnarvon, Billings, Howland, Bidwell, Sandfield, Tehkumah, and Assignac—but in several cases two or more of these are joined in one municipality. There are no village or town municipalities on either St. Joseph or Cockburn Island; on the Manitoulin there are two towns—Gore Bay and Little Current. The population is therefore almost exclusively rural, and, as there is very little lumbering done now, or left to be done, the people, with the exception of those who resort to fishing in seaso are chiefly engaged in Agriculture.

The islands are very well supplied with good roads, which are comparatively easy to make and repair owing to the fact that the limestone foundation, though raised occasionally into "bluffs" has not been tilted by the eruptive force. On large areas of the Mantoulin the rock is perfectly horizontal, and so near the surface and free from roughness that for miles at a time all the construction necessary is the filling up of small crevices and a top dressing of coarse sand or gravel.

St. Joseph Island.

This island is in the form of an irregular oblong extending on the average about fifteen miles from north-west to south-east, with an average width of not more than eight miles. The survey is on the usual plan of hundred acre lots over the greater part of the island, but there are two different surveys, each covering a considerable area, and complicating the carrying out of municipal schemes. Much of the land is good for agricultural purposes, but the convenience of the settlers who are there is greatly interfered with by the non-residence of owners who purchased from the Crown without conditions of actual settlement. In school matters it is an additional disadvantage to have three *municipalities* in an island not too large to be all included in one township, for the

division into school sections is made by each township council separately, and in some places the districts are disadvantageously small, while in others they are inconveniently large. There are ten schools in operation on the island, all but two of them being comparatively small in point of attendance. These two are in Richard's Landing and Marshville respectively. Neither of these places is an incorporated village, but each of them is pleasantly situated in full view of the steamboat channel, and each is a port of call for all Canadian vessels. The island began to be settled a little over twenty years ago, and some of the school buildings will soon have to be renewed. If anything is to be done in the way of consolidating the districts, the scheme should be adopted and carried out before further expense is incurred on account of new buildings. One section in Jocelyn has never been organized for school purposes owing to the sparseness of well-to-do settlers. Including this, and perhaps one more which may be set apart hereafter if the present system is maintained, it would take twelve schools to accommodate the population. Under the large district plan, and ignoring municipal boundaries this could be better accomplished by three, and then no child would have to be deported more than, say five or six miles. Of course the Richard's Landing and Marshville schools would be used, with a considerable addition in each case. The third school would be for the present the one in section No. 1 Jocelyn, as the building is not old, and is fairly well situated. When it passes into decay after a few years a still better location for a new building could be easily found. One unspeakable advantage of the deportation system is that there need be no disputation over sites. Another is that more attention could be paid to natural beauty and sanitary conditions. For both of these features Richard's Landing and Marshville would be almost ideal. It is very important, in my estimation, that pupils should be brought daily during the school period where they may be able to see some large body of water, and the navigable channel between St. Joseph's and the north shore is a most picturesque foreground for a school.

Cockburn Island.

It is unnecessary to say much about this island in connection with school matters. Until within the past few years it was supposed to be of importance only as a centre for the fishing industry. The coast line is a little sinuous, but there is one good natural harbor on the north side. This has been for years a busy place in summer, and gradually settlement has found its way inland. I am told by Mr. Alfred Monk, who is collector of customs, postmaster and Indian agent for the Dominion Government and township clerk under the Ontario municipal system, that while the island includes about 48,000 acres of land, not more than one-third of it is fit for settlement. The proportion is considerably less than on St. Joseph Island, but on the other hand the arable land on Cockburn is more continuous, and therefore more advantageously situated for school purposes. There are two schools in operation, one-half a mile back from the steamer landing, the other about four miles inland and towards the west. There is an Indian reserve on the west shore, but the population is small and poor, and the Indians have never had a school. Possibly some arrangement might be made by which the children might be educated with the whites, as they are elsewhere sometimes, and a fair share of expense borne by the Indian funds. Perhaps, still better, the Indians might be consolidated with some larger kindred band, and their reserve put into the market for settlement. One school would, on the deportation plan, serve the whole island for years to come, perhaps forever, and it ought to be where the lake and its industries are visible. The roads are good and may easily be kept so perpetually.

The Manitoulin.

There are not forty schools in operation on the Manitoulin island, and even on the present small district system that number can never be greatly increased. The settlement of the island began about twenty years ago, with the formation of Mr. R. A. Lyon's lumbering establishment at Michael's Bay, which is now practically deserted. The only other settlement of the Lake Huron or south shore when I coasted along it in 1879, was

a few miles further west at Providence Bay, and the 40th school building was erected and a school started in it last summer. The school at Gore Bay had a staff of four teachers; the one at Little Current, of three; the one at Manitouaning, of two. The settlements on the Manitoulin are very much broken up by limestone bluffs which sometimes extend horizontally for two or three miles, by large inland bodies of water, by long indentations of the extremely sinuous shore, by swamps, and by Indian reserves. In spite of the drawback, however, I feel safe in saying that by a careful topographical study of settlements and roads it would be comparatively easy to lay the island out in deportation districts so that not more than fifteen public schools would be needed, while few, if any, of the pupils would have to be drawn more than five or six miles. This opinion was corroborated by more than one person with whom I conversed on the subject and who was, I know, quite familiar with its obstructive physiographical peculiarities. I feel strongly inclined to put the number down to twelve unless there is more good land to be settled in the west end than I think there is. Needless to say, one of the edifices would be at Gore Bay, one at Kagawong, one at Little Current, one at Manitouaning, one at Providence Bay, and one at Meldrum Bay. One would be on the south shore east of Manitou Lake, Mindemoya Lake, and Kagawong Lake. The other three or six would be located wherever required. As remarked above, every school should, if possible, be in full view of a large body of water, partly for esthetic, but partly also for scientific reasons. It is impossible to cultivate nature study in a school in the most advantageous way, if the particular variety of landscape made up of water and land is not available.

The Island Schools.

So far as I could see, these are not in either better or worse condition than public schools elsewhere. The teachers in many instances lack professional training, but there seems to be more care in the selection and more individuality in the teacher than in older and wealthier localities. Teachers are changed very frequently, but so they are everywhere else. The salaries paid are seldom much over $200, but only in one instance did I find one under that amount. The attendance in the rural districts was never very large in summer, and it was usually very small. It was not uncommon to find a good teacher in the midst of 8, 10, 12, or 14 pupils, making as many as five or six different classes. This is the feature of the Island educational work which would be most beneficially affected by the proposed change of system. All to whom I explained it were ready at once to admit that. At present, the law permits the inclusion of a ratepayer in a new section if his place of residence is not more than three miles in a straight line from the centre of the section. A distance of four miles from a school is not uncommon and one of three is quite frequent. In some places, owing to the necessity of placing the school house between two settlements, hardly any pupil lives within a mile of the school. Occasionally, owing to the *pro re nata* origin of schools as localities were settled, they are needlessly near each other, which is a waste of opportunity. Impassable local obstructions—a bluff, a morass, a river, or a lake—sometimes cause a few lots to be added from one township to a section in another, and so the assessments are not always on the same basis, the few detached settlers sometimes make it a grievance that their school taxes are more heavy than those of other ratepayers in their own township. The wrangling over the location of school sites was very great when the schools were built, and it will be renewed in many places when the present buildings pass out of use, as most of them will shortly do. The equipment of nearly all of the schools is quite insufficient and in most of them out of date. Blackboards, furniture, maps and apparatus are all more or less defective. It is quite useless to ask school trustees to buy costly maps for the use of even five or six out of twenty pupils. The out-premises are usually far from creditable, and very often there is not a well. To sink one is a problematical enterprise in all except cost when sooner or later the well digger reaches a limestone stratum of unknown depth and penetrated in all *direction by seams.*

The Advantages of the Proposed System.

1. It would lessen eventually the cost of school buildings and their maintenance, though this would not be the case immediately.

2. It would considerably reduce the cost due to teachers' salaries by reducing the number employed, unless it becomes a means of increasing the salaries of those remaining in the service.

3. It would enable the schools to be better graded, so that each teacher would have fewer classes with more in each class. In Gore Bay the number of teachers would probably rise to 7, in Little Current to 5, and in Manitouaning to 4. In Kagawong, Providence Bay, and several inland places there would be two teachers each. In very few would there be only one. There are at present 46 teachers in 40 schools; I estimate that there would under the other system be not more than 30 teachers in 12 schools, or, say 33 in 14.

4. The attendance would be larger at all times than it even is now in the rural schools, and would be kept fairly steady. Distance would for small pupils be annihilated. Travelling to and from school would be perennial recreation. The disheartening effect of irregular attendance on teachers and pupils would be dissipated or prevented. Parents who see the uselessness of burdensome school expenditure without seeing the cause of its ineffectiveness, could be induced to bear fiscal burdens more cheerfully and hopefully, and provide better school appliances and employ better paid teachers.

5. The tendency would be to employ a larger proportion of men to act as principals in schools of two or more masters each; and this would tend to lengthen the stay of the individual teacher not merely in a particular school but in the profession. While all this is true of the island schools it is obviously equally applicable to those in older, wealthier, and more continuously settled parts of the Province. It is a mistake to suppose that the deportation plan is specially fitted to new districts and pocket settlements.

The Method of Organization.

In Cockburn Island, as there is only one township with two schools there is nothing needed but to persuade the people that consolidation would be to their advantage. In St. Joseph Island the best way to proceed would be to get them to consolidate their three municipalities into one, a change which would be a great improvement in other respects. The next best would be to get them to ignore municipal boundaries for school purposes, levy a horizontal school tax over the island, and let each township council collect from its own ratepayers the school rate so levied. In Manitoulin the case is complicated somewhat by the fact that some townships are organized singly; some are grouped; some are divided between two municipalities; and some are not regularly organized. Moreover there are two town corporations. It should not be difficult, however, to adjust the taxation even there. The people have learned in a practical way to manage their own affairs, and they would soon adapt themselves to the new situation if they could be induced to go into it voluntarily. Owing to the difficulty of getting people to understand it, the experiment would be handicapped from the start if compulsion were tried. My proposal for a summer's work in the district is twofold:—(1) To go over the ground inspecting the schools and talking to trustees and others as opportunities offer, probably calling together little gatherings at each other's houses over night; and (2) having finished the inspection before the summer holidays in this way, to hold an advertised public meeting at each of the many centres as are likely to be useful—at least these: 3 in St. Joseph, 1 in Cockburn, and 10 or 12 in the Manitoulin. I have to be at a teacher's meeting at Manitouaning in September, and as there is a good telephone service on the island, I could arrange to make the propaganda almost a daily effort for say a fortnight.

3. The High School Form and University Matriculation Examinations.

Members of the Educational Council and Board of Examiners for 1898-9.

1. Educational Council.

Under the provisions of section 5, cap. 291, R.S.O., 1897, the following were appointed members of the Educational Council:

James Loudon, M.A., LL.D., President of the University of Toronto.
Maurice Hutton, M.A., of Toronto University.
The Rev. N. Burwash, M.A., LL.D., Chancellor of Victoria University.
The Rev. William Clark, M.A., D.C.L., F.R.S.C., of Trinity University.
A. P. Knight, M.A., M.D., of Queen's University.
A. B. Macallum, B.A., Ph. D., University of Toronto.
J. H. Farmer, B.A., of McMaster University.
Alfred Baker, M.A., of Toronto University.
The Rev. J. R. Teefy, M.A., LL.D., Principal of St. Michael's College.
W. Tytler, B.A., Public School Inspector, Guelph.
F. W. Merchant, M.A., Principal of Collegiate Institute, London.
R. W. Doan, Principal of Dufferin Public School, Toronto.

W. PAKENHAM, B.A., Registrar.

JAMES LOUDON, M.A., LL.D., Chairman.

BOARD OF EXAMINERS APPOINTED BY THE EDUCATIONAL COUNCIL.

English, History and Geography:

W. J. Alexander, B.A., Ph.D.
A. E. Lang, B.A.
W. S. W. McLay, B.A.

Mathematics:

A. C. McKay, B.A.
A. Odell.
W. Prendergast, B.A.

Classics:

A. J. Bell, M.A., Ph.D.
G. W. Johnston, B.A., Ph.D.
A. B. Nicholson, B.A.

French and German:

W. H. Fraser, B.A.
L. E. Horning, M.A, Ph.D.
J. Squair, B.A.

Physics, Chemistry and Botany:

R. R. Bensley, B.A.
W. J. Loudon, B.A.
W. Nichol, M.A.

F. N. NUDEL,
Secretary.

W. PAKENHAM, B.A.,
Chairman.

4.—List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

Collegiate Institutes.	Principals and Assistants.			Date of Appointment.	Salary.
	Name.	Degree.	Specialists.		$ c.
Aylmer	Rutherford, Walter W	B.A., Tor	Math	1883	1,400 00
	Phelps, Frances G	B.A., Tor	Eng., Hist.(Interim) Fr., Ger	1896	700 00
	Clark, Joseph Campbell	B.A., Tor	Class	1897	800 00
	Rush, Myron Leslie (Interim)	B.A., Tor	Sci	1898	650 00
Barrie	Redditt, Thomas H	B.A., Tor	Eng., Hist., Fr., Ger	1893	1,500 00
	Hay, Andrew		Math	1882	1,000 00
	Minns, James Edward	B.A., Vic	Math., Sci	1893	1,000 00
	Foucar, Walter K	B.A., Tor	Fr., Ger. (Interim) Eng., Hist	1896	700 00
	Moir, M. A			1895	650 00
	Bennett, Charles V	B.A., Queen's	Class	1897	800 00
Brantford	Burt, Arthur William	B.A., Tor	Eng., Hist., Fr., Ger	1893	1,500 00
	Passmore, Samuel F	M.A., Tor	Class	1885	1,100 00
	Hoag, James P	B.A., Queen's	Eng., Hist., Math	1893	1,100 00
	Coates, Daniel Harsum	B.A., Tor	Math	1893	1,100 00
	Bunnell, Effie Maria	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,000 00
	Hamilton, James Reid	B.A., Tor	Sci	1893	1,100 00
	Shultis, Adam		Commercial	1896	850 00
Brockville	Marquis, Thomas G	B.A., Queen's	Eng., Hist.	1897	1,500 00
	Copland, James Stuart	M.A., McMaster	Sci	1899	1,000 00
	Sidley, Henry R	B.A., Trin	Class	1895	1,000 00
	Husband, Almeron Judson	B.A., Tor	Fr., Ger	1895	900 00
	McGee, Cyril Haughton	B.A., Trin	Math	1896	1,000 00
	Giles, Edith			1890	650 00
	Richardson, Kate		Commercial (Interim)	1898	500 00
Chatham	Paterson, David Smith	B.A., Tor	Eng., Hist., Fr., Ger	1888	1,500 00
	Twohey, William J	M.A., Tor	Class	1885	1,200 00
	Taylor, Wilson	B.A., Tor	Math	1893	1,200 00
	Jewett, Albert E	B.A., Queen's	Sci	1896	1,150 00
	Lane, James S. (Interim)	B.A., Tor	Fr., Ger	1888	800 00
	Black, James Spurgeon		Commercial	1895	900 00
	Sparks, William (Interim)			1898	600 00
Clinton	Houston, John	M.A., Tor	Eng., Hist., Fr., Ger	1892	1,225 00

	Rand, Wilfred Erle	B.A., Tor	Math	1892	950 00
	McLean, Ebenezer M		Sci	1894	900 00
	Treleavan, John Wesley	B.A., Tor	Class. (Interim)	1895	850 00
	Parlee, Edith		Commercial (Interim)	1898	600 00
Cobourg	Mitchell, George Winter	M.A., Queen's	Class	1891	1,400 00
	Arthur, Colin Clayton	M.A., Queen's	Sci	1893	1,000 00
	Odell, John W	B.A., Tor	Math	1896	1,000 00
	Jones, Laura L	B.A., Tor	Eng., Hist., Fr., Ger	1898	900 00
	Mitchell, Jessie A.	B.A., Tor		1896	700 00
Collingwood	Williams, William	B.A., Tor	Eng., Hist., Fr., Ger	1873	1,100 00
	Hammill, George	B.A., Tor	Math	1892	825 00
	Bonner, Robert John	B.A., Tor	Class	1894	825 00
	Fraser, Charles McLean (Interim)	B.A., Tor	Sci	1898	550 00
	Simpson, Robert S (Interim)		Commercial	1898	550 00
Galt	Carscadden, Thomas	M.A., Tor	Eng., Hist	1885	1,750 00
	Logan, Charles James	B.A., Trin	Class	1883	1,200 00
	Wright, Arthur Walker	B.A., Tor	Fr., Ger	1886	1,100 00
	DeGuerre, Ambrose	B.A., Tor	Math	1890	1,100 00
	Evans, William Edwin		Commercial	1892	850 00
	Hamilton, Robert S	B.A., Tor	Sci	1894	1,000 00
Goderich	Strang, Hugh Innis	B.A., Tor	Class	1871	1,300 00
	Moore, Alvin Joshua	B.A., Tor	Math	1880	950 00
	Charles, Henrietta	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,000 00
	Grant, Burton D		Sci	1895	900 00
	McLellan, Kate			1895	650 00
	Strang, Rose			1896	600 00
Guelph	Davison, James	B.A., Vic	Math	1892	1,400 00
	Hill, Ethelbert Lincoln	B.A., Tor	Sci	1889	1,000 00
	Skinner, Kate Clara	B.A., Tor	Eng., Hist., Fr., Ger	1895	800 00
	Wilson, Henry Ernest	B.A., Tor	Class	1895	950 00
	Charlesworth, John William			1888	800 00
	Dobbie, William James	B.A., Tor	Commercial	1892	800 00
Hamilton	Thompson, Robert Allen	B.A., Tor	Math	1886	1,800 00
	Turner, John Burgess	B.A., Queen's	Math., Sci	1885	1,400 00
	Paterson, Andrew	M.A., Trin		1874	1,200 00
	Crawford, John Thomas	B.A., Tor	Math	1889	1,200 00
	Logan, William McGregor	M.A., Tor	Class	1892	1,200 00
	Hogarth, Eber Septimus	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,200 00
	MacPherson, Frederick Fotheringham	B.A., Tor	Eng., Hist., Fr., Ger	1894	1,200 00
	Gill, James	B.A., Tor	Math	1892	1,100 00
	Morgan, Sydney Albert	B.A., Tor. B. Paed.	Class	1891	1,000 00
	Brown, Oliver Jenison	M.A., Vic		1881	1,000 00
	Doxsee, William Morley	B.A., Vic	Math.	1894	800 00
	Davidson, Margaret Cheyne			1876	800 00
	Asman, Henry Oldrid Evison	B.A., London, Eng.		1892	900 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

Collegiate Institutes.	Principals and assistants. Name.	Degree.	Specialists.	Date of Appointment.	Salary.
					$ c.
Hamilton	Armstrong, William Gilnockie	M.A., Tor	Eng., Hist., Fr., Ger. (Inte'm)	1895	800 00
	Johnston, George Lang	B.A., Queen's		1888	800 00
	Morgan, Harriett Emma (Interim)			1897	500 00
Ingersoll	Briden, William	B.A., Queen's	Class, Eng., Hist	1886	1,200 00
	Gundry, Arthur P		Sci	1894	1,000 00
	McDonald, George L	B.A., Tor	Eng., Hist., Fr., Ger	1895	900 00
	Cameron, John Shaw		Math. (Interim)	1898	750 00
	Norman, Lambert	B.A., Tor	Eng., Hist. (Inter'm) Fr., Ger.	1897	700 00
Kingston	Ellis, William Stewart	B.A., Vic	Math., Sci	1893	1,800 00
	Sliter, Ernest Oscar	M.A., Tor	Class	1888	1,200 00
	Dales, John Nelson	M.A., Tor	Eng., Hist., Fr., Ger	1889	1,200 00
	Marshall, John	M.A., Queen's	Eng. Hist	1897	1,200 00
	Macdonald, Nerva E.	B.A., Queen's		1895	900 00
	Lingwood, Frederick H	B.A., Trin.	Class. (Interim)	1894	800 00
	Sills, William Ryerson	M.A., Queen's	Math	1897	1,050 00
	Marty, Sophia E.	M.A., Queen's	Eng., Hist. (Interim) Fr., Ger	1897	800 00
	Sexton, James Henry		Sci. (Interim)	1898	800 00
	Ward, William		Commercial	1898	900 00
Lindsay	Harstone, John C.	B.A., Tor	Math.	1886	1,400 00
	Stevens, William H	B.A., McGill	Sci	1889	1,100 00
	Hardy, Edwin A	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,100 00
	Hillock, Julia Sine	B.A., Tor	Fr., Ger	1893	1,000 00
	Colling, James	B.A., Tor	Class	1894	1,100 00
	McLean, James Stanley (Interim)	B.A., Tor	Commercial	1898	900 00
London	Merchant, Francis Walter	M.A., Vic	Eng., Hist., Math., Sci	1891	2,200 00
	Little, Robert A	B.A., Tor	Class	1886	1,250 00
	Gray, Robert A	B.A., Tor	Math.	1887	1,250 00
	Radcliffe, Samuel John	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,200 00
	Ferguson, William C	B.A., Tor	Eng., Hist, Fr., Ger	1892	1,200 00
	Silcox, Sidney	B.A., B. Paed, Tor.	Sci.	1898	1,100 00
	McCool, John	M.A., Tor	Eng., Hist., Fr., Ger.	1897	1,025 00
	McKee, George A	B.A., Tor	Class	1897	1,025 00
	Govenlock, William M	B.A., Tor	Math.	1898	1,025 00
	McCready, Samuel B	B.A., Tor	Sci. (Interim)	1898	1,000 00

	Wilson, Nicholas			1866	1,050 00
	Andrus, Guy A			1888	1,100 00
	Edwards, Clarence B			1894	1,050 00
	Riddell, Frank P	B.A., Tor	Class	1898	925 00
	Jones, Samuel S			1892	1,000 00
	Horton, Charles W		Eng., Hist	1895	975 00
	Dickinson, James A		Commercial	1895	975 00
	Voaden, Arthur		Commercial (Interim)	1898	925 00
	Hanson, Fannie M			1886	800 00
	Kelso, Alice C			1897	750 00
Morrisburg	Jamieson, James Smyth	M.A., Vic	Eng., Hist	1882	1,200 00
	Massey, Arthur W	B.A., Vic	Eng., Hist., Math	1892	800 00
	Colling, John Knowles (Interim)	B.A., Tor	Class	1897	700 00
	Kirkland, William Stuart		Sci. (Interim)	1898	700 00
	Nichols, Bessie H (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1898	550 00
	Wagar, Gardiner Lincoln	B.A., Tor	Math. (Interim)	1899	600 00
Napanee	Henry, Thomas McKee	B.A., Tor	Math	1890	1,400 00
	French, Frederick Wm	B.A., Tor	Class	1894	1,000 00
	Selwood, Frederick Shelton	B.A., Tor	Sci	1898	900 00
	VanEvery, John Fair (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1897	700 00
	Nichol, Margaret A			1892	600 00
	Smith, Margaret			1892	600 00
Niagara Falls	Dickson, James Dickson	B.A., Tor	Math	1893	1,300 00
	Walker, David M		Commercial	1893	1,000 00
	Currie, Peter W	B.A., Tor	Sci	1894	800 00
	DeBeauregard, Ester T	B.A., Tor	Eng., Hist., Fr., Ger	1896	750 00
	Tasker, Lawrence Herman (Interim)	M.A., Tor	Class	1898	1,000 00
Ottawa	Macmillan, John	B.A., Tor	Eng., Hist	1881	2,400 00
	Jolliffe, Orion John	B.A., Vic	Class	1884	1,700 00
	McDougall Alexander Hiram	B.A., Tor	Math	1889	1,700 00
	Alexander, Luther Herbert	M.A., Tor	Eng. Hist., Fr., Ger	1894	1,400 00
	Sykes, Wm. John	B.A., Vic	Eng., Hist	1894	1,400 00
	Stothers, Robert			1887	1,200 00
	Norris, Isaac Taylor	B.A., Queen's	Math	1898	700 00
	Conklin, James Davidson		Commercial	1894	1,100 00
	Campbell, D. A (Interim)	B.A., Tor	Sci	1896	1,100 00
	Graham, Wm. Andrew (Interim)	B.A., Tor		1895	850 00
	Scott, Bessie Mabel			1892	800 00
	McMillan, Herbert S (Interim)	B.A., Tor		1897	700 00
Owen Sound	Jenkins, Wm. H	B.A., Tor	Sci	1890	1,600 00
	Packham, James Henry	B.A., Vic	Math., Commercial	1884	1,100 00
	Murray, Thomas	B.A., Tor	Math	1897	1,100 00
	McKellar, Herbert H (Interim)	B.A., Tor	Fr., Ger	1898	1,000 00
	Parker, Francis R	B.A., Queen's	Class	1892	1,100 00
	Brough, Thomas Allardyce	B.A., Queen's	Eng., Hist	1893	1,100 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January 1899.

Collegiate Institutes.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree.	Specialists.		$ c.
Owen Sound	Burgess, Herbert H		Eng., Hist	1892	1,100 00
	Shields, Alfred T			1894	700 00
Perth	Stevenson, Louis	B.A., B.Sc., Vic	Math. Sci.	1898	1,200 00
	Hardie, William	B.A., Tor	Class	1892	1,000 00
	Woods, Emma Orilla	B.A., Vic	Eng., Hist., Fr., Ger	1890	850 00
	Edmiston, Alfred James			1893	800 00
	Rosevear, Howard Stanley (Interim)	B.A., Tor., A.M., Harv.	Sci	1898	900 00
Peterborough	Fessenden, Cortez	M.A., Trin	Math	1890	2,000 00
	Fife, James A	B.A., Tor	Math. Sci	1887	1,200 00
	Jeffries, John	B.A., Tor	Eng., Hist., Fr., Ger	1890	1,200 00
	Kenner, Henry R. H	B.A., Tor	Class	1893	1,120 00
	McCaig, James	M.A., LL.B., Tor.	Eng., Hist. (Interim)	1896	910 00
	O'Brien, Michael			1892	990 00
Ridgetown	Little, John George	B.A., Tor	Math	1889	1,300 00
	Smith, James Harvey	M.A., Queen's	Sci	1888	1,000 00
	Reid, Robert	B.A., Tor	Eng., Hist., Fr., Ger	1895	800 00
	Messmore, J. Franklin	B.A., Tor	Class	1898	800 00
	Keillor, James			1892	650 00
Sarnia	Grant, David M	B.A., Tor	Class	1885	1,300 00
	Corbett, Lewis C	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,100 00
	Corkhill, Edward James	B.A., Queen's	Sci	1891	1,000 00
	Campbell, Alexander	B.A., Tor	Math	1890	1,000 00
	Pottinger, Sylvia V			1875	750 00
Seaforth	Clarkson, Charles	B.A., Tor	Eng., Hist., Math., Sci	1887	1,300 00
	Robertson, Hugh S	B.A., Tor	Math	1895	1,000 00
	Stone, Samuel George	B.A., Tor	Class	1897	925 00
	Cheswright, Richard C		Sci	1893	925 00
	Kirkman, Mrs. Barbara		Fr., Ger	1884	725 00
Stratford	Mayberry, Charles Alexander	B.A., Tor	Class	1891	1,500 00
	Cornwell, Leslie J	B.A., Tor	Math	1893	1,100 00
	Addison, Margaret E. T	B.A., Vic	Eng., Hist., Fr., Ger	1892	1,000 00
	Mills, George K	B.A., Tor	Sci	1895	1,000 00

	Libby, Walter	B.A. Vic.	Eng., Hist., Fr., Ger	1897	1,000 00
	Malcolm, George	B.A., Queen's		1890	950 00
	Kilmer, Ernest E. C		Sci. (Interim)	1895	800 00
Strathroy	Wetherell, James Elgin	B.A., Tor	Class., Eng., Hist	1883	1,600 00
	Patterson, Richard Allan	B.A., Tor	Math	1898	1,000 00
	Cook, Margaret	B.A., Tor	Eng., Hist., Fr., Ger	1895	900 00
	Reynolds, Aaron Kilbourne		Sci	1890	1,000 00
	McCutcheon, Carlotta, J. K		Commercial	1895	850 00
St. Catharines	Henderson, John	M.A., Tor	Class, Eng., Hist	1872	1,600 00
	Robertson, William John	B.A., Tor. LL.B., Vic	Math	1874	1,200 00
	Giffin, John A	B.A., LL.B., Tor	Sci	1892	1,100 00
	Cloney, Sarah Louisa	M.A., Queen's	Eng., Hist., Fr., Ger	1896	900 00
	Laing, Arthur S (Interim)		Commercial	1898	900 00
	Stevenson, William John		Eng. Hist	1892	700 00
	Caverhill, Arthur E			1894	700 00
St. Mary's	Martin, Stephen	B.A., Tor	Math	1889	1,200 00
	Follick, Thomas Henry	B.A., Vic	Sci	1885	1,000 00
	Clayton, Adelaide Helena	B.A., Tor	Eng., Hist., Fr., Ger	1891	850 00
	Glassey, David A	B.A., Tor	Class	1894	900 00
	Wightman, Robert (Interim)	B.A., Tor	Math.	1898	600 00
St. Thomas	Quance, Noah	B.A., Tor	Class	1891	1,500 00
	McGeary, John Henry	M.A., Tor	Math	1888	1,200 00
	Stevenson, Orlando John	M.A., Tor	Eng., Hist., Fr., Ger	1897	1,100 00
	Marty, Aletta Elise	M.A., Queen's	Fr., Ger	1894	1,200 00
	Lees, Richard	M.A., Queen's	Sci	1894	1,200 00
	Lavell, Cecil Fairfield	M.A., Queen's	Eng., Hist. (Interim)	1897	650 00
	Johnson, Robert Wilbur (Interim)			1896	650 00
Toronto (Harbord-st.)	Spotton, Henry Byron	M.A., Tor	Class. Sci.	1891	2,500 00
	Hagarty, Edward William	B.A., Tor	Class	1891	1,500 00
	Balmer, Eliza May	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,500 00
	Lawler, Gertrude	M.A., Tor	Eng., Hist., Fr., Ger., Math	1891	1,500 00
	Smyth, Thomas H	M.A., Tor	Sci	1892	1,500 00
	Cox, John Loane	B.A., Tor	Math	1891	1,500 00
	Eldon, Robert Henry		Math., Commercial	1892	1,200 00
	Forfar, Charles	B.A., Tor	Eng., Hist., Fr., Ge.	1893	1,200 00
	Little, David C	B.A., Tor	Class	1892	1,200 00
	Kennedy, Lyman Aaron	M.A., Vic		1893	1,200 00
	Strath, Robert Smith	B.A., Tor	Math	1896	1,050 00
	Clark, Luther J	B.A., Queen's			
Toronto (Jameson ave.)	Embree, Luther Edmund	M.A., Tor	Class., Eng., Hist., Fr., Ger	1888	2,500 00
	Smith, Gilbert Acheson	B.A., Tor	Sci	1889	1,500 00
	Ryckman, Louise L	B.A., Tor	Class., Eng., Hist., Fr., Ger	1891	1,500 00
	Birchard, Isaac J	M.A., Tor	Math	1893	1,500 00
	Crawford, Henry J	B.A., Tor	Class	1894	1,500 00
	Millar, James			1888	1,500 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

Collegiate Institutes.	Principals and assistants.			Date of Appointment	Salary.
	Name.	Degree.	Specialists.		
					$ c.
Toronto (Jameson ave.)..	Wisner, John Anderson	M.A., Trin	Commercial	1889	1,500 00
	Spence, Nellie	B.A., Tor	Class., Eng., Hist	1889	1,200 00
	Sinclair, John	B.A., Tor		1898	1,050 00
Toronto (Jarvis st.)	MacMurchy, Archibald	M.A., Tor	Math	1872	2,500 00
	Chase, George A	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,500 00
	Manley, Frederick Fitzpayne	M.A., Tor	Math	1875	1,700 00
	Shaw, George Edmund	B.A., Tor	Eng., Hist., Fr., Ger	1876	1,500 00
	Grant, Wilbur		Math	1881	1,500 00
	Michell, William C	B.A., Tor	Class	1897	1,050 00
	Crawford, William Glover	B.A., Tor	Class	1872	1,500 00
	McEachern, Neil	B.A., Tor	Sci	1886	1,500 00
	MacMurchy, Helen			1880	900 00
	Thomas, Janie			1882	900 00
	Lehmann, Carl (Interim)	B.A., Tor		1898	1,000 00
Whitby	Waugh, John	B.A., Tor., D. Paed.	Class	1896	1,200 00
	Hogarth, George Henry	B.A., Tor	Math	1891	900 00
	Henderson, Anson G		Commercial	1881	960 00
	Jones, George M	B.A., Tor	Eng., Hist., Fr., Ger., (Intr'm)	1896	700 00
	Dent, William A (Interim)		Sci	1896	700 00
Windsor.....	Cody, William Stephen	B.A., Tor	Math	1893	1,500 00
	Gavin, Frederick P	B.A., Queen's	Sci	1892	1,000 00
	Bell, Frederick Henry	B.A., Tor	Eng., Hist., Fr., Ger	1898	900 00
	McVicar, Archibald (Interim)	B.A., Tor	Eng., Hist	1898	750 00
	Rose, Jean M	B.A., Tor	Class	1895	900 00
	Symington, Marion (Interim)			1895	700 00
	Neilson, James		Commercial	1898	800 00
Woodstock	Levan, Isaac Master	B.A., Tor	Class., Eng., Hist., Fr., Ger.	1898	1,500 00
	Griffin, Albert Dyke		Math	1882	1,100 00
	Kerr, Charles Staple	B.A., Tor	Eng., Hist. (Interim) Class ..	1889	1,000 00

High Schools.					
	Stevenson, Andrew	B.A., Tor	Eng., Hist	1896	1,000 00
	Cole, James McLarty		Sci	1898	1,000 00
	Srigley, Edgar Cooper		Commercial	1895	750 00
	Errett, Charles Francis			1897	700 00
Alexandria	McKay, Donald	B.A., Tor	Class	1895	1,250 00
	Longmore, H. Bruce (Interim)	B.A., Queen's		1898	700 00
	O'Brien, Lizzie			1896	600 00
Almonte	McGregor, Peter Campbell	B.A., Queen's	Class	1882	1,100 00
	Galbraith, Robert	B.A., Queen's	Math (Interim)	1897	738 00
	Armour, Amy A		Fr., Gr. (Interim)	1893	724 00
	Thompson, Maggie J	B.A., Queen's	Fr, Ger.(Interim) Eng., Hist	1895	695 00
Arnprior	Morrow, Achibald Elston	B.A., Tor	Class	1898	1,000 00
	Rudlen, William George (Interim)	B.A., Tor	Math	1898	650 00
	Day, Alfred Ernest (Interim)	M.A., Queen's	Fr., Ger.	1898	550 00
Arthur	Snider, E. Egerton	B.A., Vic	Math	1896	1,050 00
	Mowbray, William	B.A., Tor	Eng., Hist (Interim)	1896	675 00
	Martin, John Moore (Interim)	B.A., Tor	Sci	1898	500 00
Athens	Mills, John Hudson	M.A., Queen's	Class	1894	1,125 00
	Massey, Norman Levi	B.A., Vic	Math	1898	750 00
	Blackwell, George Frederick			1893	800 00
	Bishop, Charles P			1895	700 00
Aurora	Mulloy, Charles W.	B.A., Tor	Class	1896	1,000 00
	Rice, John			1895	650 00
	Mills, Martha (Interim)	B.A., Queen's	Fr., Ger.	1898	400 00
Beamsville	Myer, Albert Nicholas	M.A., Trin	Math (Interim)	1898	800 00
	Ball, Kathleen Hester			1892	550 00
Belleville	Milburn, Edward Fairfax	B.A., Trin		1893	1,200 00
	Knight, William W		Math	1892	900 00
	Clarke, Henry Jellyman		Sci	1892	850 00
	McRae, Jessie Carre			1888	600 00
	Lutton, James T. (Interim)	B.A., Tor	Class	1898	700 00
Berlin	Connor, James William	B.A., Tor	Class., Eng., Hist	1870	1,500 00
	Forsyth, David	B.A., Tor	Math	1876	1,200 00
	Sheppard, Frederick William		Eng., His	1888	900 00
	Eby, Minnie Dorothy	M.A., McMaster		1898	550 00
Bowmanville	Gilfillan, James	B.A., Queen's	Sci	1880	1,100 00
	Tamblyn, W. W	M.A., Tor.	Class., Eng. Hist., Fr., Ger.	1897	900 00
	Frost, Francis H.	B.A., Tor	Math	1896	800 00
	Bragg, Thomas G. (Interim)	B.A., Tor	Class., Fr., Ger	1897	800 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes) January, 1899.

High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degrees.	Specialists.		$ c.
Bradford	Rogers, James C	B.A., Queen's	Eng., Hist., Fr., Ger	1896	1,000 00
	McLean, Allan			1892	700 00
	Burgess, John A			1895	650 00
Brampton	Fenton, William J	B.A., Tor	Class	1894	1,200 00
	Galbraith, William John	B.A., Trin	Fr., Ger	1887	900 00
	Howard, Edwy S	B.A., Vic	Eng., Hist	1892	900 00
	Warren, James M	B.A., Tor	Math	1897	900 00
	Cosens, Absalom (Interim)	B.A., Tor	Sci	1897	650 00
Brighton	Newman, George E	B.A., Queen's	Fr.,Ger.(Intr'm) Eng. Hist.	1896	900 00
	Burke, Alexander			1894	700 00
Caledonia	McRitchie, Alexander Robinson	B.A., Tor	Sci	1897	900 00
	Aubin, Alfred Lerrier	B.A., Oxon	Class	1897	700 00
	Davis, John S	B.A., Queen's		1898	650 00
Campbellford	Shields, Alexander M	B.A., Tor	Eng. His	1890	1,100 00
	Hume, John P	B.A., Queen's		1896	800 00
	Boyes, Robert		Math	1895	700 00
	Dolan, John Henry (Interim)	B.A., Queen's	Class	1898	500 00
Carleton Place	Patterson, William John	M.A., Queen's	Math	1892	1,100 00
	McIntosh, William Daniel	B.A., Queen's	Eng., Hist	1895	800 00
	McDonald, Neil			1891	700 00
	NcNeeley, Lizzie (Interim)	B.A., Tor	Eng., Hist	1897	550 00
Cayuga	Skeele, James Eton	B.A., Tor		1897	900 00
	Moshier, David D	B.A., Tor		1897	700 00
	Seaton, Edward T	B.A., Queen's	Math. (Interim)	1897	750 00
Colborne	Bellamy, W	B.A., Vic		1892	925 00
	Foik, Henry J			1894	600 00
Cornwall	Knight, Adolphus Gustavus	B.A., Vic	Class., Eng., Hist	1897	1,300 00

	Nugent, James			1884	900 00
	Fitzgerald, Eliza S	B.A., Queen's	Class	1899	1,100 00
	McLean, Allan Edmund			1898	750 00
	Birchard, Alexander Fraser			1898	550 00
Deseronto	Smellie, W. K. T.	B.A., Tor	Sci	1896	1,100 00
	Whyte, Robert (Interim)	B.A., Tor		1896	750 00
	Brown, William Edward			1898	550 00
Dundas	Reid, Joseph	M.A., LL.B., Tor.	Class	1895	1,200 00
	Hill, Richard J			1892	850 00
	Panton, Agnes Wilkie			1892	550 00
Dunnville	Cooke, John A	B.A., Queen's	Class	1896	850 00
	Marshall, Thomas	B.A., Tor		1896	750 00
	Robertson, George D			1893	600 00
Dutton	Payne, John Charles	B.A., Tor		1894	800 00
	Taylor, John Andrew (Interim)	B.A., Queen's	Sci.	1898	600 00
	Anglin, Robert W (Interim)	M.A., Queen's	Math.	1898	500 00
Elora	McMurchy, Norman	B.A., Tor	Sci	1895	1,000 00
	Carter, Janet Wishart	M.A., Tor	Fr., Ger	1893	600 00
	Durnin, George A (Interim)			1898	600 00
Essex	Crassweller, Christopher L	B.A., Tor	Math	1888	1,150 00
	Taylor, John W	B.A., Tor	Class. (Interim)	1898	650 00
	Keith, George Walter (Interim)	B.A., Tor	Math.	1898	550 00
Fergus	Perry, Peter	M.A., Trin	Class	1889	1,000 00
	Campbell, Archibald L			1894	700 00
	Rowsom, Alice Gertrude	B.A., Tor	Fr., Gr.	1896	500 00
Forest	Preston, Thomas	B.A., Tor		1897	800 00
	Dandy, William Percy (Interim)	B.A., Tor		1897	600 00
	Tennant, Adelaide Emma (Interim)	B.A., Tor	Eng., Hist., Fr., Gr.	1898	500 00
Gananoque	Graham, Robert George	B.A., Vic	Math	1894	1,100 00
	Chadsey, Stanley B			1896	650 00
	McPherson, Walter E	B.A., Tor	Eng., Hist., Fr., Gr. (Intr'm)	1897	800 00
Georgetown	Coutts, Richard David	B.A., Tor	Class. (Interim)	1897	1,000 00
	Lindsay, Adeline	B.A., Tor	Math	1894	700 00
	Hutt, Janet M			1894	650 00
	Wetherald, Hubert M (Interim)			1897	550 00
Glencoe	Thompson, Peter James	B.A., Tor	Sci. (Interim)	1898	1,000 00
	Morrow, John Duncanson	B.A., Tor	Class	1898	650 00
	Weekes, Edith Annie			1896	400 00
	Allin, Elizabeth (Interim)	B.A., Tor	Fr., Gr.	1898	450 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree.	Specialists.		$ c.
Gravenhurst	Muldrew, William H	B.A., Queen's	Math., Sci	1894	1,000 00
	Patterson, Ruth	B.A., Tor		1898	500 00
Grimsby	Harrison, Charles W	M.A., Vic		1894	800 00
	Barr, Janet			1894	500 00
Hagersville	McNicol, James	B.A., Tor		1892	1,000 00
	Kaiser, Jesse B			1891	800 00
	Wright, Robert			1896	600 00
Harriston	McMurchie, James	B.A., Tor	Math	1881	1,300 00
	Liebner, Ernest		Sci	1895	800 00
	McFayden, Donald (Interim)	B.A., Tor	Class	1897	800 00
	Dingle, Grace Keen (Interim)	B.A., Tor	Eng., Hist., Fr., Gr.	1898	450 00
Hawkesbury	Shotwell, William	B.A., Tor	Fr., Ger. (Interim	1897	1,000 00
	Wright, William George			1896	650 00
	Higginson, Maria A (Interim)			1897	450 00
Iroquois	Jackson, Joseph A	B.A., Vic		1893	1,000 00
	Stanley, Thomas E. A	B.A., Tor	Math	1897	800 00
	Craig, William Dixon (Interim)	B.A., Tor	Sci	1898	700 00
	Rose, Nellie		Fr., Ger	1898	500 00
Kemptville	Dillane, William	B.A., Tor		1895	1,050 00
	Nelson, John		Math	1896	650 00
	Emery, John W		Sci	1895	650 00
	Cæsar, Lawson	B.A., Tor	Class	1896	650 00
Kincardine	Perry, Samuel Walter	B.A., Vic	Class	1890	1,080 00
	Gray, James	M.A., Tor		1890	950 00
	Norris, James	M.A., Queen's	Math	1894	900 00
	Farquharson, Robert A	B.A., Queen's		1892	850 00
Leamington	Elliott, John	B.A., Queen's	Eng., Hist., Math	1896	1,100 00
	Brown, Lyman	M.A., Tor	Class	1897	700 00
	Scratch, Lennie M		Sci	1896	600 00

	Weidenhammer, Frederick J	B.A., Tor	Fr., Ger.....(Interim)	1897	600 00
Listowel	Phillips, William Alexander	B.A., Tor	Eng., His., Fr., Ger	1892	1,000 00
	Nichol, William Wallace	B.A., Tor	Math	1898	700 00
	Stoddart, Robert .....(Interim)	B.A., Tor	Class .....(Interim)	1898	600 00
Lucan	Stuart, Frederick Alfred	B.A., Tor	Sci	1897	1,000 00
	Tier, William	M.A., Tor	Math	1896	750 00
	Hillen, Elizabeth M			1896	500 00
Madoc	Watson, Alexander H	B.A., Tor		1889	1,150 00
	Ivey, Thomas Jayne	M.A., Tor	Sci	1896	650 00
Markham	Reed, George Henry	B.A., Tor.; B. Paed	Class	1890	1,000 00
	Doidge, Thomas C	B.A., Tor.	Com., (Interim) Math	1894	750 00
	Annis, Mary	B.A., Tor	Fr., Ger.....(Interim)	1895	525 00
	Miller, Nannie, M.A		Eng., Hist	1894	475 00
	Furlong, Thomas H	M.A., Queen's	Sci	1897	600 00
Meaford	Mowat, Alexander	B.A., Tor.		1892	1,100 00
	Huff, Samuel		Sci.	1892	750 00
	Howson, E. Bertha	B.A., Tor	Fr., Ger.....(Interim)	1897	550 00
	Dundas, Arthur A	B.A., Tor		1897	500 00
Mitchell	Elliot, William	B.A., Tor	Math	1882	1,050 00
	Fry, Frank De Witt	B.A., Tor	Eng., Hist., Fr., Ger. (Intr'm)	1895	850 00
	May, William F			1895	750 00
Mount Forest	Brethour, John Henry	B.A., Vic	Class	1891	1,100 00
	Pearson, Alexander	B.A., Tor		1895	725 00
	McCutcheon, Frederick William Caswell (Interim)	B.A., Tor	Math., Eng., Hist.	1897	700 00
Newburgh	Nesbit, David Ashton	B.A., Queen's		1893	1,000 00
	Brown, Percy W		Sci.(Interim)	1898	550 00
	Denyes, James Malcolm.....(Interim)	B.A., Queen's		1898	550 00
Newcastle	Davidson, Hugh	B.A., Tor		1887	825 00
	Cathro, Elizabeth D .....(Interim)			1897	400 00
Newmarket	Dickson, John Elder	B.A., Tor	Class., Eng., Hist	1880	1,100 00
	Hollingshead, John Edwin			1884	700 00
	Starr, Hannah Jane .....(Interim)			1898	450 00
Niagara	Ireland, William W	B.A., Mtba	Math.	1898	800 00
	Carnochan, Janet			1878	450 00
Niagara Falls South	Sherin, Frederick	M.A., Vic	Math	1894	1,000 00
	McManus, Emily	M.A, Queen's	Eng., Hist	1895	600 00
	McLaughlin, Robert P .....(Interim)			1896	500 00
Norwood	Davidson, John	M.A., LL.B., Vic.	Class	1882	1,100 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree.	Specialists.		
					$ c.
Norwood	McPherson, Angus W.....(Interim)	B.A., Tor.		1898	600 00
	Snowdon, Herbert A.....(Interim)			1898	600 00
Oakville	Wellwood, Nesbitt John	B.A., Tor.	Math	1877	1,050 00
	Lusk, Charles Horace			1871	750 00
Omemee	Jardine, William Wilson	B.A., Tor.		1898	800 00
	Morgan, John James	B.A., Vic.	Sci. (Interim)	1896	600 00
Orangeville	Steele, Alexander	B A., Tor.	Eng., Hist., Math	1879	1,400 00
	Jenkins, Robert Smith	M.A., Tor.	Class, Fr., Ger.	1894	800 00
	Lee, Samuel C .....(Interim)	B.A., Trin.	Sci.	1897	700 00
	Clarke, Frederick Hall	B.A., Tor.	Eng., Hist., Fr., Ger. (Int'rm)	1895	700 00
	Evans, Nellie Shortreed			1895	400 00
Orillia	Ryerson, Jesse	B.A., Tor.	Math	1882	1,200 00
	Rogers, George Franklin	B.A., Vic.	Sci	1894	800 00
	Watterworth, Minnie Della	B.A., Tor.	Eng., Hist., Fr., Ger	1892	800 00
	Thomson, David	B.A., Tor.		1892	800 00
	Williams, Florence Eveline			1894	600 00
Oshawa	Smith, Lyman C	B.A., Vic.	Class., Eng., Hist	1882	1,200 00
	Slemon, Edward T	B.A., Vic.	Math	1892	950 00
	Riddell, Agnes Rutherford .....(Interim)	M.A., Tor.	Eng., Hist., Fr., Ger.	1898	600 00
	Panton, Jessie R. H			1886	650 00
	Kinver, Maggie M			1895	500 00
Paris	Bell, Walter N	B.A., Tor.	Class	1898	1,200 00
	Armstrong, George H			1875	900 00
	Wilson, Thomas Matheson .....(Interim)	B.A., Tor.	Sci.	1898	700 00
Parkhill	McDougall, Neil	B.A., Tor.	Sci. (Interim)	1897	750 00
	Libby, Minnie Fennessy	B.A., Vic.	Eng., Hist., (Interim)	1895	600 00
	Thompson, John Fletcher .....(Interim)	B.A., Tor.	Class	1898	550 00
Pembroke	Ross, Ralph	B.A., Tor.	Class	1895	1,100 00
	Standing, Thomas W.	B.A., Tor.	Math	1895	800 00

	Shirreff, Robert Marshall		Fr., Ger. (Interim)	1895	750 00
	Miller, May			1895	600 00
Petrolea	Bell, John Johnstone	B.A., Tor		1888	1,200 00
	Clyde, William	M.A., Queen's		1888	1,050 00
	Montgomery, William	B.A., Tor	Math	1889	900 00
	Brown, Harry W	B.A., Tor	Eng., Hist., Fr., Ger. (Intr'm)	1894	850 00
Picton	Dobson, Robert	B.A., Vic	Math	1880	1,200 00
	Morden, Gilbert Walworth	B.A., Queen's	Sci	1895	1,000 00
	Hendrick, Archer W (Interim)	B.A., Tor		1897	800 00
	Ackermau, Effie M (Interim)	B.A., Tor		1897	600 00
	Jolliffe, Richard Orlando (Interim)	B.A., Tor	Class	1898	700 00
Port Arthur	McCulloch, Andrew	M.A., Queen's		1894	1,200 00
	Morgan, James William		Eng., Hist	1890	1,000 00
Port Dover	Liddy, William R	B.A., Tor.	Sci. (Interim)	1899	800 00
	Martin. John Strickler (Interim)	B.A., Tor		1898	500 00
Port Elgin	Lillie, John Turner	B.A., Vic	Class	1889	1,200 00
	Innes, Alexander R			1892	750 00
	Mitchell, John Worth (Interim)			1897	600 00
Port Hope	Kirkconnell, Thomas A	B.A., Queen's	Math	1888	1,200 00
	Mabee, George E	B.A., Tor	Fr., Ger. (Interim)	1894	900 00
	Weir, Anne (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1897	780 00
	Breuls, Ira D		Sci. (Interim)	1896	850 00
	Moir, Katharine Elizabeth			1896	550 00
Port Perry	McBride, Dugald	B.A., Vic	Class., Math	1871	1,300 00
	Stone, George			1883	850 00
	MacArthur, Christina M			1895	600 00
	Underhill, James A			1895	575 00
Port Rowan	Pugsley, Edmund	B.A., Vic	Sci. (Interim)	1896	850 00
	McQueen, James M. (Interim)			1897	400 00
Prescott	Rose, Robert Charles	B.A., Tor	Math	1896	1,000 00
	McKim, William Andrew (Interim)	B.A., Tor	Eng., Hist	1897	650 00
	Croskery, Robert Arthur (Interim)	B.A., Queen's	Class	1896	650 00
Renfrew	McDowell, Charles	B.A., Queen's	Math	1879	1,000 00
	Bryan, Hugh Wallace (Interim)	M.A., Queen's		1897	750 00
	Ewing, William Campbell	M.A., Queen's	Sci	1896	700 00
	Menish, Jean Isabel (Interim)	B.A., Queen's	Eng., Hist., Fr., Ger	1898	500 00
Richmond Hill	Coombs, Ernest	M.A., Tor., B. Paed	Class	1895	1,000 00
	Johnston, Frederick James	B.A., Tor	Sci. (Interim)	1898	600 00
Simcoe	Christie, James Douglas	B.A., Tor	Eng., Hist., Fr., Ger	1888	1,300 00

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1899.

High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree.	Specialists.		$ c.
Simcoe	Howell, William B. L (Interim)	B.A., Tor	Class.	1896	800 00
	Power, John Francis	M.A., Queen's	Sci. (Interim)	1897	800 00
	Wood, W. Archibald (Interim)	B.A., Tor	Math	1897	650 00
Smith's Falls	Houston, John Arthur	M.A., Trin	Math	1887	1,200 00
	Stubbs, Samuel John	B.A., Tor	Class	1897	700 00
	Johnston, John Kenneth	M.A., Queen's	Sci. (Interim)	1897	700 00
	Smith, Claribel	B.A., Tor	Eng., Hist. (Interim)	1897	500 00
Smithville	Tremeer, James	B.A., Vic	Class	1898	950 00
	McArthur, Edith M. (Interim)			1898	400 00
	Bridgman, Clara (Interim)			1899	360 00
Stirling	Carstairs, John Stewart	B.A., Tor	Eng., Hist. (Interim)	1894	900 00
	Kennedy, George E	B.A., Vic	Sci. (Interim)	1893	750 00
Streetsville	Cameron, Aldis W	B.A., Tor	Eng., Hist. (Interim)	1898	800 00
	Forbes, John William	B.A., Tor	Math	1896	600 00
Sydenham	Flach, Ulysses J	M.A., Tor	Math	1895	1,000 00
	Harvey, William Blakely			1890	800 00
	Spooner, Armon C (Interim)	B.A., Queen's	Eng., Hist.	1897	500 00
Thorold	Bald, William Francis	B.A., LL.B., Tor	Class	1898	1,000 00
	Smith, Margaret T. Hübner			1898	550 00
	Carefoot, George A (Interim)		Sci.	1896	650 00
Tilsonburg	Ross, Alexander H. D	M.A., Queen's	Sci., Math	1896	950 00
	Auld, Charles	B.A., Tor	Math. (Interim)	1898	650 00
	McIntyre, Alexander Duff (Interim)	B.A., Tor		1899	600 00
Toronto Junction	Colbeck, Franklin Charles	B.A., Vic	Class., Eng., Hist	1894	1,350 00
	Gourlay, Richard	B.A., Tor	Class., Math	1893	1,000 00
	Eastwood, Ida Gertrude	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,000 00
	Chrysler, Minton A	B.A., Tor	Sci	1895	900 00
	Page, Ralph Barlow (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1898	500 00
Trenton	Ingall, Elmer Ellsworth	B.A., Tor		1895	1,000 00
	Longman, Edwin		Math	1892	725 00
	Pattee, Mrs. Ada		Eng, Hist	1889	700 00

Vankleekhill	Jamieson, Thomas	B.A., Vic	Math	1889	900 00
	Might, Lincoln		Sci. (Interim)	1892	650 00
	Clothier, James O			1895	550 00
	McKinnon, Charles (Interim)			1899	500 00
Vienna	McGregor, J. O			1898	750 00
	Voaden, John B			1894	475 00
Walkerton	Morgan, Joseph	M.A., Tor	Class	1881	1,200 00
	Witton, James Gayford	B.A., Tor	Math	1896	1,000 00
	Field, John Morden (Interim)	B.A., Tor	Eng., Hist., Fr., Ger.	1896	850 00
	Conn, Henry	B.A., Tor	Sci. (Interim)	1898	800 00
Wardsville	Weidenhammer, William B	B.A., Tor	Eng., Hist., Fr., Ger. (Intr'm)	1896	825 00
	Haviland, Hugh J	B.A., Tor	Class. (Interim)	1898	500 00
Waterdown	Freeman, John Alexander	B.A., Tor	Class	1893	950 00
	Ferguson, Miles		Math	1896	600 00
	Aitchison, Belle			1897	400 00
Waterford	Kinnear, Louis	M.A., Tor		1897	1,000 00
	Clapp, Charles R			1892	700 00
	Silverthorne, Leslie (Interim)	B.A., Tor		1897	500 00
Watford	Potter, Charles	B.A., Tor	Math	1892	1,000 00
	Race, Wilfred Ballentine			1893	700 00
	Reid, Minerva E (Interim)			1896	500 00
	Williams, Lorne Joseph (Interim)			1898	475 00
Welland	McCuaig, Herbert M	B.A., Queen's		1891	1,100 00
	McNiece, James	B.A., Tor	Sci. (Interim)	1896	750 00
	Harding, Nina May	B.A., Tor	Eng., Hist., Fr., Ger.	1897	550 00
	Laven, Ada F			1893	550 00
Weston	Elliott, Thomas E	B.A., Tor	Eng., Hist., Fr., Ger	1890	1,150 00
	Leighton, Robert H			1895	600 00
Wiarton	Snell, Joseph A	M.A., Queen's	Math	1896	1,050 00
	Baines, Archibald W			1895	600 00
	Millar, Frederick Gourlay (Interim)	B.A., Tor		1898	500 00
Williamstown	McDonald, James	M.A., Queen's	Class	1898	1,000 00
	Witheril, Ebenezer Rufus			1895	750 00
	Robertson, Alexander Morton	M.A., Queen's	Math., Fr., Ger. (Interim)	1897	600 00

Recapitulation.

Number of schools. Sex of teachers.	Number of teachers.	Salaries.	Universities, etc, of teachers.	Date of Appointment.
	Collegiate Institutes.	Collegiate Institutes.	Collegiate Institutes.	
Collegiate Institutes 37	Principals 37	Highest salary $2,500 00	Toronto 147	1.....1866
High Schools 93	Assistants 229	Average " H.M. 1,577 00	Victoria 17	1.....1870
130	Total 266	" " A.M. 986 00	Queen's 25	3.....1871
		Average salary $1,068 00	Trinity 7	3.....1872
			McGill 1	1..... 1873
			McMaster 1	2.....1874
			British 1	2.....1875
			Harvard 1	3.....1876
			Interim 42	2.....1877
			Specialists 221	1.....1878
			D. Paed 1	2..... 1879
			B. Paed 2	5..... 1880
				6.....1881
Teachers.	High Schools.	High Schools.	High Schools.	9.....1882
Gentlemen 477				4.....1883
Ladies 94	Principals 93	Highest salary $1,500 00	Toronto 136	5.....1884
Total 571	Assistants 212	Average " H.M 1,044 00	Victoria 25	5.....1885
	Total 305	" " A.M 670 00	Queen's 44	8.....1886
		Average salary $784 00	Trinity 6	8.....1887
			McMaster 1	18.....1888
			Mtba..... 1	21.....1889
			British 1	17.....1890
			Interim 105	28.....1891
			Specialists 184	51.....1892
			B. Paed 2	33.....1896
				45.....1894
	Grand Total.	Grand Total.	Grand Total.	60.....1895
				60.....1896
	Principals 130	Highest salary $2,500 00	Toronto 283	71.....1897
	Assistants 441	Average " 1,196 00	Victoria 42	95.....1898
	Grand Total.. 571	" " 834 00	Queen's..... 69	6.....1899
		Average salary $916 00	Trinity 13	571
			McGill 1	
			McMaster 2	
			Mtba 1	
			British 2	
			Harvard 1	
			Interim..... 147	
			Specialists 405	
			D. Paed 1	
			B. Paed 4	

PPENDIX O.—*UNIVERSITY OF TORONTO; COUNCIL OF THE UNIVERSITY; COUNCIL OF UNIVERSITY COLLEGE; SCHOOL OF PRACTICAL SCIENCE.*

1. Annual Report of the University of Toronto, 1897-98.

His Honor, the Honorable Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

ıy it please Your Honor:

The Chancellor, Vice-Chancellor, and members of the Senate of the University of ronto, have the honor to present their report upon the condition and progress of the ıiversity for the year 1897-98.

The following tabulated statement of the admission to degrees, and *ad eundem tum* and of the members who matriculated in the different Faculties from June, 1897, June, 1898, is submitted:

Law—

Matriculation	4
Ad eundem statum, from other Universities	2
Degree of LL.B.	3

Medicine—

Matriculation	42
Ad eundem statum, from the College of Physicians and Surgeons.	8
Ad eundem statum, from other Universities.	2
Degree of M.B	55
Degree of M.D	1

Arts—

Matriculation	204
Ad eundem statum, from other Universities.	13
Degree of B.A	152
Degree of M.A	15

Agriculture—

Degree of B.S.A	11

Pedagogy—

Degree of B. Paed	1
Degree of D. Paed	1

Dentistry—

Matriculation	5
Ad eundem statum, from the Royal College of Dental Surgeons.	64
Degree of D.D.S	51

Music—

Matriculation	4
Degree of Mus. Bac	2

Pharmacy—

Matriculation	2
Ad eundem statum, from the Ontario College of Pharmacy	49
Degree of Phm. B.	51

Engineering—

Degree of C.E	3

Applied Science—

Degree of B.A. Sc.	7

During the year thirteen hundred and eighty-five candidates were examined in the different Faculties, as follows:

Faculty of Law	7
Faculty of Medicine	188
Faculty of Arts.	964
Department of Agriculture	15
Department of Pedagogy	4
Department of Dentistry	128
Department of Music	18
Department of Pharmacy	51
Department of Engineering	3
Department of Applied Science	7
Total	1385

(Signed), W. MULOCK,
Vice-Chancellor.

TORONTO, December 29th, 1898.

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2. ANNUAL REPORT OF THE COUNCIL OF THE UNIVERSITY OF TORONTO, 1897-1898.

To His Honor the Honorable Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

MAY IT PLEASE YOUR HONOR:

The Council of the University of Toronto begs leave to present to your Honor the following report for the academic year ending with the 30th of June, 1898.

In accordance with the provisions of the new University Act, the University Council is now charged with the work of instruction in Arts, Law and Medicine; the subjects in the Faculty of Arts being, however, restricted to Mathematics, Physics, Mineralogy and Geology, Chemistry, Zoology, Botany, Physiology, History, Ethnology, Comparative Philology, History of Philosophy, Logic and Metaphysics, Italian and *Spanish, and Political* Science.

Under this arrangement the members of the teaching faculties of Arts and Law for past session were as follows :—

STAFF 1897-1898.

Faculties of Arts and Law.

President, James Loudon, M.A., LL.D.

sics :

Professor, James Loudon, M.A., LL.D.
Demonstrator, W. J. Loudon, B.A.
Lecturer, C. A. Chant, B.A.
Assistant-Demonstrator, J. C. McLennan, B.A.

hematics :

Professor, Alfred Baker, M.A.
Lecturer, A. T. DeLury, B.A.
Fellow, W. J. Rusk, B.A.

mistry :

Professor, W. H. Pike, M.A., Ph. D.
Lecturer, W. L. Miller, B.A., Ph. D.
Lecturer, F. J. Smale, B.A., Ph. D.
Fellow, F. B. Allan, B.A.
Lecture-Assistant, F. B. Kenrick, B.A., Ph. D.

logy :

Professor, R. Ramsay Wright, M.A, B. Sc.
Lecturer, E. C. Jeffrey, B.A.
Assistant-Demonstrator, R. R. Bensley, B.A., M.B.
Fellow, R. A. Bensley, B.A.

siology :

Associate-Professor, A. B. Macallum, B.A., M.B., Ph. D.

eralogy and Geology :

Acting-Professor, A. P. Coleman, M.A., Ph. D.
Instructor, W. A. Parks, B.A.

parative Philology :

Professor, Maurice Hutton, M.A.

ory and Ethnology :

Professor G. M. Wrong, M.A.

ical Economy and Constitutional History :

Professor, James Mavor.
Fellow, W. H. Moore, B.A.
Mackenzie Fellow in Political Science, S. M. Wickett, B.A.
Mackenzie Fellow in Political Science, G. C. Sellery, B.A.

Philosophy:

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D.
Lecturer and Demonstrator, A. Kirschmann, Ph.D.
Lecturer, F. Tracy, B.A., Ph.D.

Italian and Spanish:

Associate-Professor, W. H. Fraser, B.A.
Instructor in Spanish, P. Toews, M.A., Ph.D.
Instructor in Italian, E. J. Sacco.

Roman Law, General Jurisprudence and History of English Law:

Professor, Hon. William Proudfoot.

Constitutional and International Law:

Professor, Hon. David Mills.

The following tables exhibit the numbers attending the pass and honor lectures in University subjects:

Pass.

Subjects	Mathematics	Physics	Chemistry	Biology	Mineralogy and geology	Philosophy	Logic	Political Science	History
First Year	122	37	.....	113	.....	.....	.....	.....	.....
Second Year	.....	11	13	.....	77	120	120	.....	75
Third Year	.....	5	1	.....	.....	.....	.....	49	30
Fourth Year	34	.....	1	.....	.....	32	.....	64	28
Totals	156	53	15	113	77	152	120	113	133

In no case do the numbers above include honor students.

Instruction in Physics, Biology and Chemistry was given to sixty-three students of the first year in Medicine; in Physics to seventy-two students of the first year and to forty-five students of the second year in the School of Practical Science.

Honor.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and geology.	Philosophy.	Political science.	History.	Italian.	Spanish.	Phonetics.
Fourth year	8	12	6	11	8	27	20	50	7	5	.....
Third year	12	19	18	12	14	16	37	52	9	3	.....
Second year	58	33	46	11	17	18	26	30	32	7	.....
First year	37	42	53	13	.....	.....	.....	.....	28	10	32
Totals	115	106	123	47	34	61	83	132	76	25	32

The second year lectures in Chemistry and the fourth year lectures in Biology were attended by fifty students of the second year in Medicine.

Instruction in Mathematics was given to sixty-six students of the first year, and to thirty-seven students of the second year in the School of Practical Science.

The following table exhibits the numbers taking practical work in the laboratories of the University:

Laboratories.	Physical.	Chemical.	Biological.	Mineralogical.	Psychological.
Fourth year	12	5	11	3	27
Third year	16	17	12	14	16
Second year	13	33	11	17	.....
First year	16	23	13	.....	.....
Totals	57	78	47	34	43

Practical instruction in Chemistry and Biology was given to sixty-three students of the first year, and to forty-five students of the second year in Medicine; and in Physics to 111 students of the School of Practical Science. Seven graduates in Arts were engaged in original research in the Psychological Laboratory during the session.

The members of the teaching staff in Medicine for the last session were as follows:

Faculty of Medicine:

Professores Emeriti.

James Thorburn, M.D.; H. H. Wright, M.D.; W. W. Ogden, M.D.; M. H. Aikins, B.A., M.D.; J. H. Richardson, M.D.

Professor of Surgery and Clinical Surgery:

I. H. Cameron, M.B., Toronto.

Associate-Professor of Surgery and Clinical Surgery:

G. A. Peters, M.B., Toronto, F.R.C S., Eng.

Associate-Professors of Clinical Surgery:

A. Primrose, M.B., C.M., Edin.; B. Spencer, M.D., Tor.; L. M. Sweetnam, M.B., Tor.; H. A. Bruce, M.B., Tor., F.R.C.S, Eng.

Professor and Director of the Anatomical Department:

A. Primrose, M.B., C.M., Edin.

Associate Professor of Anatomy:

H. Wilberforce Aikins, B.A., M.B., Tor.

Lecturer and Senior Demonstrator of Anatomy:

F. N. G. Starr, M B, Tor.

Assistant Demonstrators of Anatomy:

A. R. Gordon, M. B, Tor., R D. Rudolf, M. D., C. M., Edin., A. A Small, M. B., Tor.; Clarence L Starr, M.B., Tor., K. C McIlwraith, M B, Tor., W. J. McCollum, M.B, Tor.

Professor of Medicine and Clinical Medicine :
J. E. Graham, M.D., Tor., M.R.C.P., Lond.

Associate Professors of Medicine and Clinical Medicine :
A. McPhedran, M.B., Tor. ; W. P. Caven, M.B., Tor.

Lecturers on Disease in Children and Clinical Medicine :
H. T. Machell, M.D., Tor. ; W. B. Thistle, M.B., Tor.

Lecturers in Clinical Medicine :
R. J. Dwyer, M.B., Tor. ; G. Boyd, B.A., M.B., Tor.

Professor of Pathology and Bacteriology :
John Caven, B.A., M.D., Tor.

Lecturer on Bacteriology :
J. J. McKenzie, B.A., Tor.

Demonstrator on Pathology :
John Amyot, M.B., Tor.

Assistant Demonstrator on Pathology :
John Stenhouse, M.A., B.Sc., Edin., M.B., Tor.

Laboratory Assistant in Bacteriology :
W. Goldie, M.B., Tor.

Professor of Materia Medica and Therapeutics :
James MacCallum, B.A., M.D., Tor.

Associate Professor of Pharmacology and Therapeutics :
C. F. Heebner, Phm. B., Tor.

Professor of Gynaecology :
U. Ogden, M.D., Tor.

Professor of Obstetrics :
A. H. Wright, B.A., M.D., Tor.

Associate-Professor of Gynaecology :
J. F. W. Ross, M.B., Tor.

Professor of Pphthalmology and Otology.
R. A. Reeve, B.A., M.D., Tor.

Associate-Professor of Pphthalmology and Otology :
G. H. Burnham, M.D.. Tor., F.R.C.S., Edin.

Associate-Professor of Laryngology and Rhinology :
G. R. McDonagh, M.D., Tor.

Professor of Hygiene :
W. Oldright, M.A., M.D., To

sociate-Professor of Medical Jurisprudence:

B. Spencer, M.D., Tor.

cturer in Medical Jurisprudence:

Hon. David Mills, LL.B., Q.C.

tra-Mural Professor of Mental Diseases:

Daniel Clark, M.D., Tor.

rofessor of Physics:

James Loudon, M.A., LL.D., Tor.

cturer on Physics:

C. A. Chant, B.A.

rofessor of Chemistry:

W. H. Pike, M.A., Oxon., Ph.D., Gottingen.

cturers on Chemistry:

W. L. Miller, B.A., Ph.D., Munich.
F. J. Smale, B.A., Ph.D., Leipzig.

cturer on Toxicology:

W. H. Ellis, M.A., M.B., Tor.

·ofessor of Biology:

R. Ramsay Wright, M.A., B.Sc., Edin.

sistant-Demonstrator on Biology:

R. R. Bensley, B.A., M.B., Tor.

·ofessor of Physiology:

A. B. Macallum, B.A., M.B., Tor., Ph.D., Johns Hopkins.

The following table exhibits the numbers of the students registered as in attendance on the lectures given by the staff of the Faculty of Medicine:

Students of the Fourth Year	61
" Third Year	55
" Second Year	53
" First Year	61
Occasional students	76
Totals	306

J. LOUDON,
President.

TORONTO, February 1st. 1899.

3. Annual Report of the Council of University College, 1897-1898.

To His Honor, the Honorable Sir Oliver Mowat, K.C.M.G. Lieutenant-Governor of the Province of Ontario, Visitor of University College:

May it Please Your Honor:—

The President and Council of University College beg leave to present to your Honor the following report for the academic year, ending June 30th, 1898.

By a provision of the University Act, which took effect by a proclamation of the Lieutenant Governor-in-Council, on Monday, November 12th, 1890, the work of instruction assigned under the Confederation Act to University College is now restricted to the Departments of Greek, Latin, English, French, German, Oriental Languages, Moral Philosophy and Ancient History. Under this arrangement, the staff for the past session was composed of the following:—

Staff, 1897-1898.

President, James Loudon, M.A., LL.D.

Greek:

Professor, Maurice Hutton, M.A.
Lecturer, A. Carruthers, M.A.

Latin:

Professor, J. Fletcher, M.A., LL.D.
Lecturer, W. S, Milner, M.A.
Lecturer, G. W. Johnston, B.A., Ph.D.

English:

Professor, W. J. Alexander, B.A., Ph.D.
Lecturer, D. R. Keys, M.A.

French:

Associate-Professor, John Squair, B.A.
Lecturer, John Home Cameron, M.A.
Instructor, St. Elme de Champ.

German:

Associate-Professor, W. H. Vander Smissen, M.A.
Lecturer, G. H. Needler, B.A. Ph.D.
Instructor P, Toews, M A., Ph.D.

Oriental Languages:

Professor, J. F. McCurdy, Ph.D., LL.D.
Lecturer, R. G. Murison, M.A., B.D.

Ethics:

J. G. Hume, M.A., Ph.D.

In the new Act it is further provided that students attending lectures in the above or other subjects of University study shall, if not enrolled elsewhere, be enrolled in University College. The numbers registered in accordance with this regulation, together with others taking full or partial courses in University College were as follows:—

	Fourth year.	Third year.	Second year.	First year.	Post-graduate.	Totals.
Matriculated students	112	135	119	80	.....	446
Occasional students	27	31	29	79	.....	166
Extra-mural students	4	6	4	5	.....	19
Graduate students	9	.....	1	3	7	20
Totals	152	172	153	167	7	651

The following tables exhibit the numbers attending the pass and honor lectures in University College subjects:—

Pass.

		Latin.	English.	French.	German.	Orientals.	Ethics.	Ancient history.
Fourth year	2	25	46	19	17	.....	.....	.....
Third year	10	44	81	33	28	11	38	.....
Second year	32	78	59	45	30	14	.....	.....
First year	34	92	88	56	48	28	.....	116
	78	239	274	153	123	53	38	116

In no case do the numbers given above include honor students.

Honor.

	Greek.	Latin.	English.	French.	German.	Orientals.	Ethics.
Fourth year	13	13	44	35	31	1	16
Third year	12	12	44	26	25	3	26
Second year	15	15	47	32	31	7	.....
First year	13	13	53	44	36	.....	.....
Totals	53	53	188	137	123	11	42

All of which is respectfully submitted.

J. LOUDON,
President.

TORONTO, February 1st, 1899.

4. Annual Report of the School of Practical Science, 1898.

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education.

Sir,—I have the honor to submit the annual report of the School of Practical Science for the year 1898.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year 1897-8 and the first term of the academic year 1898-9, except where otherwise stated.

The number of students in attendance at the School was as follows:

School of Science Students.

	2nd term session 1897-8.	1st term session 1898-9.
Taking full courses—		
I. Year	66	73
II. Year	37	40
III. Year	17	32
IV. Year	7	6
Taking partial course	7	6
	134	157
Taking prospectors' classes	15	

University Students.

Arts	2	14

The students of the School of Practical Science taking full courses are required to take University lectures in mathematics and physics. The attendance at these lectures was as follows:

	2nd term session 1897-8.	1st term session 1898-9.
Mathematics	103	117
Physics	79	110

The fees for the regular and special students of the School of Practical Science for the academic year 1897-8 were $6,565.50, being an increase of $433 00 on the fees of the previous year.

Of the above amount $1,237.00 were paid to the Bursar of the University of Toronto, under the authority of an Order-in-Council dated May 27th, 1898, and the remainder $5,328.50 to the Hon. the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1897-8, was one hundred and fifteen, of these eighty-seven passed. One candidate for a special certificate was examined and passed. The number of graduates was sixteen. The total number of graduates to date is two hundred and twelve.

The following statement shows the geographical distribution of the graduates now living:

	Numbers.	Percentages.
Canada	150	73
United States	46	22
Other Countries	10	5
	206	100

The number of graduates who proceeded to the degree of B.A. Sc. at the University examinations of 1898, was seven. The total number of graduates who have received the degree of B.A. Sc. is fifty-seven.

The total number of graduates who have received the degree of C.E. in the University of Toronto is fourteen.

One graduate has proceeded to the degree of E. E. and one to the degree of M. E. (mining engineer), in the University of Toronto.

The regular courses in the School are :—

(1.) Civil Engineering (including Sanitary Engineering).

(2) Mining Engineering.

(3.) Mechanical and Electrical Engineering

(4) Architecture.

(5) Analytical and Applied Chemistry.

The following statement shews the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :—

SUBJECTS TAUGHT BY THE FACULTY OF THE SCHOOL OF SCIENCE.

Subjects.	Instructors.	Number of Students.	
		2nd Term Session 1897-98.	1st Term, Session 1898-99.
Organic and inorganic chemistry Applied chemistry	W. H. Ellis, M.A., M.D., Professor H. W. Charlton, B.A.Sc.	145	152
Mineralogy and geology Petrography Metallurgy and assaying Mining and ore dressing German	A. P. Coleman, M.A., Ph.D., Professor G. R. Mickle, B.A., Lecturer J. W. Bain, B.A.Sc., Fellow	63	81
Statics Dynamics Strength of materials Theory of construction Machine design Compound stress Hydraulics Thermodynamics and theory of the steam engine French	J. Galbraith, M.A., Professor J. A. Duff, B.A., Lecturer R. W. Angus, B.A.Sc., Fellow	127	152
Drawing Architecture Plumbing, heating and ventilation Mortars and cements Brick and stone masonry	C. H. C. Wright, B.A.Sc., Lecturer A. H. Harkness, B.A.Sc., Fellow	120	151
Surveying Geodesy and astronomy Spherical trigonometry Least squares Descriptive geometry	L. B. Stewart, D.T.S., Lecturer A. T. Laing, B.A.Sc., Acting Demonstrator	121	150
Electricity Magnetism Dynamo-electrical machinery Mechanics of machinery Rigid dynamics	T. R. Rosebrugh, M.A., Lecturer T. A. Wilkinson, Grad., S.P.S.	72	102

SUBJECTS TAUGHT BY THE FACULTY OF THE UNIVERSITY OF TORONTO.

Subjects.	Instructors.	Number of Students.	
		2nd Term, Session, 1897-98.	1st Term Session, 1898-99.
Algebra, Euclid, Plane trigonometry, Analytical geometry, Calculus, Astronomy	Alfred Baker, M.A., Professor; A. T. DeLury, B.A., Lecturer; H. J. Dawson, B.A. Fellow	103	117
Sound, Light, heat, electricity and magnetism, Hydrostatics	Jas. Loudon, M.A., LL.D, Professor; C. A. Chant, B.A., Lecturer; W. J. Loudon, B.A., Demonstrator; J. C. McLennan, B.A., Assistant Instructor	79	110

General Remarks.—Drafting Rooms, Etc.

At the beginning of the Session 1898-99, it was found necessary to provide a new drafting-room on account of the increase in the number of students. The room formerly used by Mr. Wright, as a workroom, was fitted up with incandescent lights and transformed into a drafting room for the third year. A photographic printing-room was provided in the tower, and a dark room in the attic. It will be necessary to fit up other rooms in the attic before the next session begins.

Chemistry.

The increase in the number of students working together at quantitative analysis in the Chemical Laboratory has rendered the present method of ventilation quiet insufficient. Forced draught by means of fans operated by electric motors (the method generally adopted in modern laboratories) is greatly needed.

Through the kindness of the Solvay Process Company, of Syracuse, a very valuable collection of raw materials and products illustrating the ammonia soda process has been presented to the School and is available for the use of the Department of Applied Chemistry.

Mineralogy and Mining.

The equipment for the treatment of refractory gold ores is now completed. The greatest need at present is machinery for dry crushing.

Some wall cases are required in the Museum for specimens now on hand. More minerals and metallurgical specimens should be procured to fill up gaps.

The Petrographical Department should be provided with a microscope of modern construction adapted to the new methods now being introduced into the study of petrography.

Electrical Laboratory.

The most urgent requirement at present is more floor space in the neighbourhood of the galvanometer room. It is needed principally for storage cells, electro-metallurgical work and the photometry of electric lighting. It is proposed to increase the floor space *by turning the present* coat room into an electrical room, making a doorway between it

and the galvanometer room. Space for the students' coats and hats may be provided in several portions of the old building. The galvanometer room has been greatly improved by sheeting the walls and the addition of cases for instruments.

Metrology.

Requirements.—The completion of the 100 feet standard of length. Some small additions to the equipment for measuring the force of gravity.

Tests of Materials.

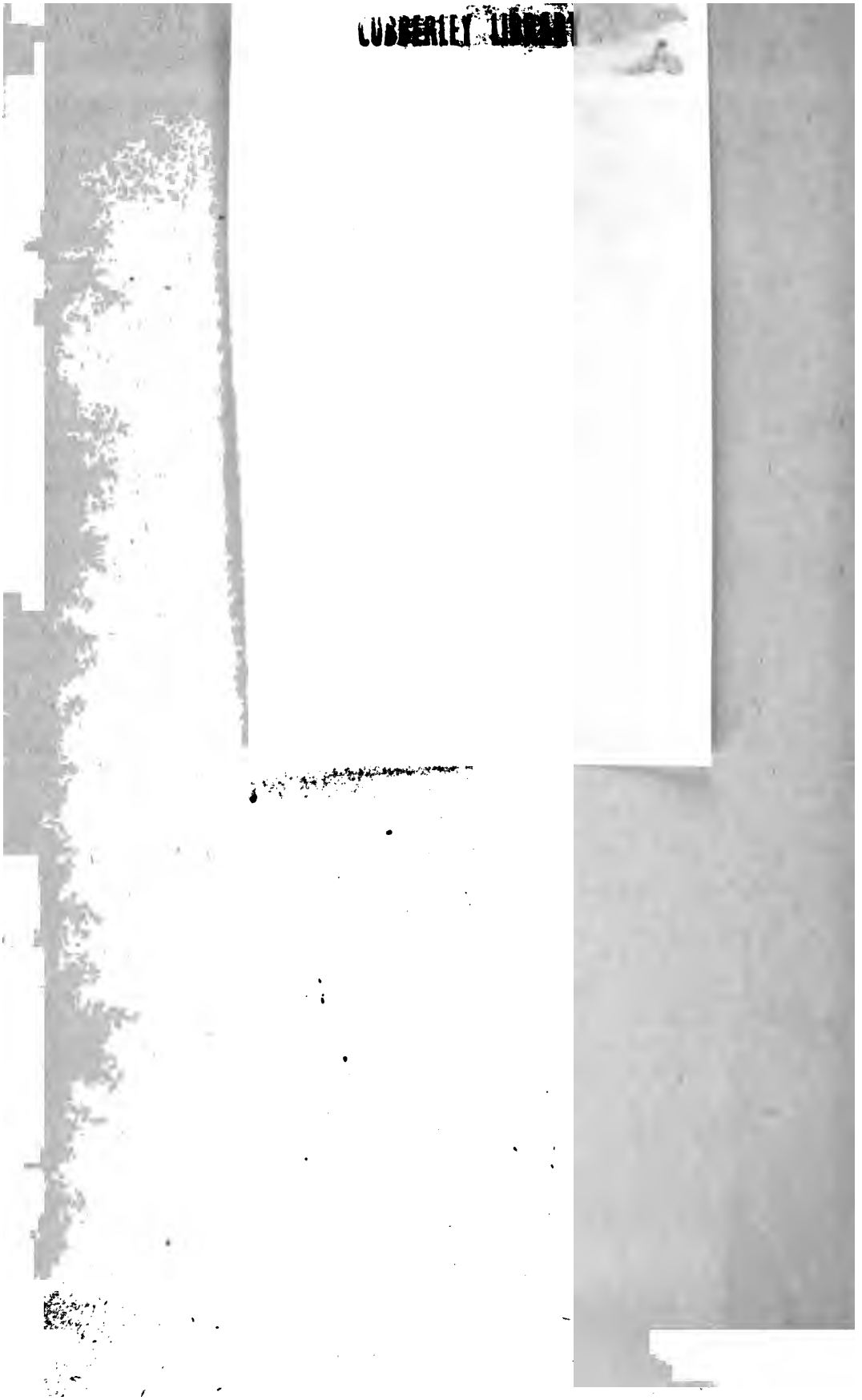
Requirements.—An abrasion machine for testing the hardness of building stones and road materials. Apparatus for calibrating testing machines. Extensometers. Small machine for tension and torsion.

General Repairs.

A portion of the floor in the basement requires renewal. New covering is required for the boilers. The plank walk south of the building is in need of repairs. 200 feet of 1¼-inch hose in 50-feet lengths, with couplings, and two sprinklers should be provided for watering the lawn.

J. GALBRAITH,
Principal.

TORONTO, December, 1898.



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